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ABSTRACT

A comparison of Middle Tennessee Rural (MTR) schools with the national sample of schools included in Kappa Delta Pi's Good Schools Project (GSP) focused on the areas of curriculum perspectives, goal attainment, classroom practices, interpersonal relations, commitment, discipline and safety, support services and facilities, and decision making. The study was based on responses to 2 separate survey instruments from 722 teachers and 3,846 students in 39 schools. Data analyses showed that MTR teachers and students reflected more traditional values with respect to education, indicated less support from the community and parents, perceived their schools as having fewer resources, had lower levels of commitment to education, and perceived their schools as attaining fewer of their goals than the GSP teachers and students. MTR teachers consistently perceived critical thinking skills as less important than did GSP teachers. MTR students perceived teachers as encouraging critical thinking less, using less variety in instruction, and placing more emphasis on the textbook. MTR teachers and students shared lower academic expectations than did GSP teachers and students. Administratively, MTR teachers perceived their schools to be more authoritarian with less involvement of teachers and students in decision making, planning, establishing rules and procedures, and evaluating school programs. (Author/JHZ)

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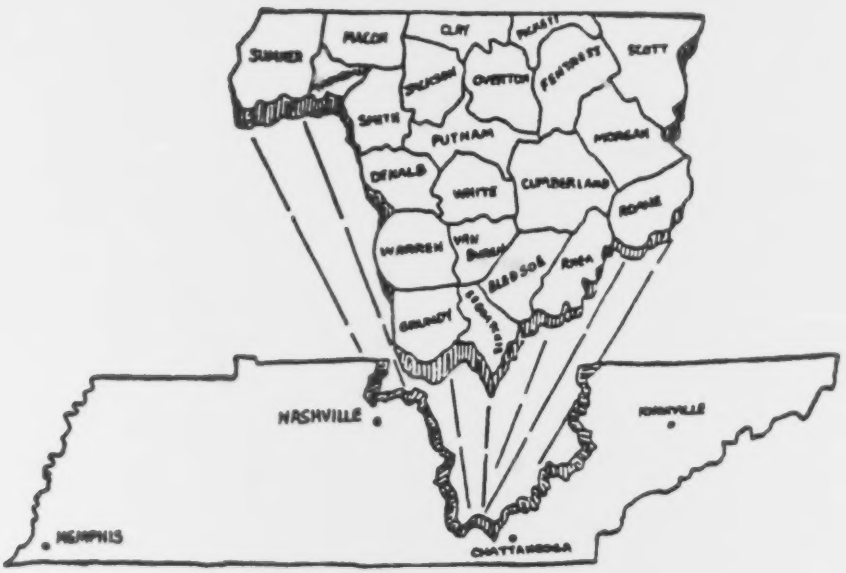
FORTY RURAL SCHOOLS:

A STUDY OF SCHOOL EFFECTIVENESS



A Research Study Presented
at the 1987 Annual Meeting of the
Rural Education SIG
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Washington, D. C.
April 23, 1987

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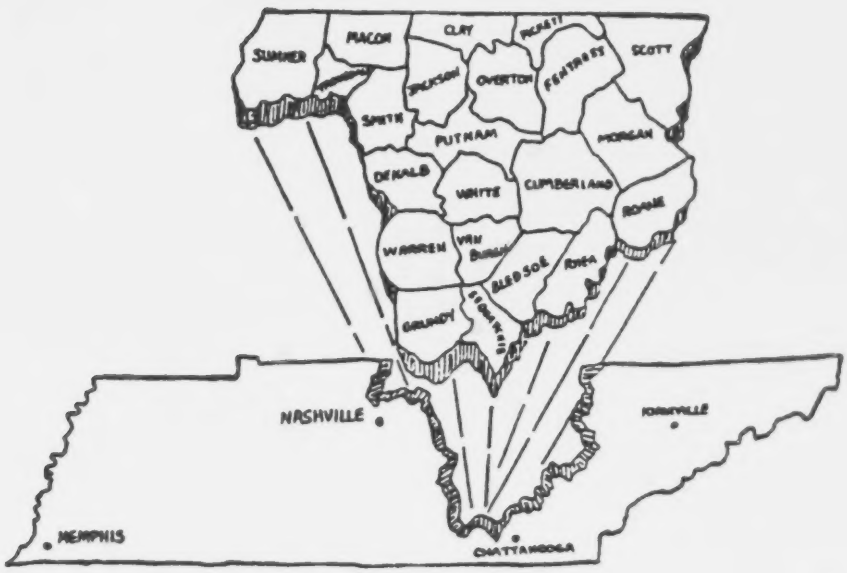

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Abstract

The purpose of this study was to compare rural schools in the Upper Cumberland region of Tennessee with the national sample of schools included in Kappa Delta Pi's Good Schools Project (GSP). Eight of the conceptual dimensions included in GSP were included in the study. They were: curriculum perspectives, goal attainment, classroom practices, interpersonal relations, commitment, discipline and safety, support services and facilities, and decision making. The study was based upon responses from 722 teachers and 3846 students in thirty-nine schools.

Data were classified according to the school organizational format. The data from students and teachers were handled separately since the two instruments were different. The Chi-Square was used to compare the results from the respective teacher groups in the Middle Tennessee Rural (MTR) schools with the responses of GSP teachers. Similarly, Chi-Square values were computed to determine whether the respective MTR student groups differed significantly from their GSP counterparts. Null hypotheses were rejected if $p < 0.001$.

The data analyses revealed that teachers and students in the rural Upper Cumberland Region of Tennessee reflect more traditional values with respect to education, indicate less support from the community and parents, perceive of their schools as having fewer resources with which to work, find lower levels of commitment among faculty, staff and students, and perceive of their schools as attaining fewer of their goals than the GSP teachers and students. MTR teachers consistently perceived critical thinking skills as less important than did GSP teachers. MTR students perceived teachers as encouraging critical thinking less, using less variety in instruction, and placing more emphasis on the textbook. MTR teachers and students shared lower academic expectations than did GSP teachers and students.

Administratively, MTR teachers perceived their schools to be more authoriatarian with less involvement of teachers and students in decision making, planning, establishing rules and procedures, and evaluating school programs. Data analysis relating to interpersonal relations indicated lower levels of cooperation among teachers, less frequent recognition and reward for accomplishments by teachers and students, and less concern for each other within the rural schools. MTR teachers indicated less positive perceptions regarding support services and school facilities than did GSP teachers.

The number of significant differences should not be interpreted as disparaging to the MTR schools. A large number of such differences would be likely in any randomly drawn sample of schools. Differences favoring the GSP

schools should be seen as areas for careful study by the MTR schools and agencies which work with these schools.

Specific implications of the study for rural schools include needs to: (a) broaden the professional horizons of rural teachers and administrators; (b) systematically review, analyze and evaluate local school curricula; (c) initiate school based professional development programs utilizing the research on effective teaching and peer coaching; (d) study school use of time to determine ways of increasing academic learning time; (e) implement classroom strategies to increase students' critical thinking and reasoning; (f) reorganize administrative practices to more effectively use existing resources and increase teacher and student involvement in decision making; (g) raise academic expectations; (h) address social and affective needs of students; and (i) increase parent and community involvement in schools.

Acknowledgments

The authors of this research study wish to acknowledge and express appreciation to the many individuals who have contributed to it. Without the leadership of Kappa Delta Pi and its Good Schools Project Committee chaired by Jack Frymier in conceptualizing, conducting, and reporting the Good Schools Project, the excellent instrumentation would not have been available for this work. Appreciation is also expressed to J. Jay Hostetler, Executive Secretary of Kappa Delta Pi for his encouragement and assistance in the early stages of the project. The availability of good instruments and good comparison data made the collection of baseline data on Middle Tennessee Rural schools much easier and the interpretation of that data much more meaningful.

Special gratitude is extended to the principals, teachers and students who participated in the study. We hope that the information compiled on the individual schools will be of assistance to these schools in initiating school improvement projects.

The collection of data in the schools, the review of related literature, and the analysis of data for individual schools was accomplished largely by Tennessee Technological University graduate students. This was a major contribution to the final report.

Charlotte Middlebrooks, Paul Tsai, Frank Bush, and other staff members of the W. D. Mattson Computer Center at Tennessee Technological University collaborated on the analysis of data and the presentation of data in tables and figures. Their expertise was invaluable.

The production of the study would have been impossible without the assistance of Judy Gann, Linda Stephens, Connie Nichols, Sherrie Fulghum, and their student assistants who printed and prepared the final report for distribution.

If the substance of the study is used as a springboard to action in addressing some of the problems confronting the schools of rural Middle Tennessee, then all these efforts will not have been in vain.

The Authors

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FORTY RURAL SCHOOLS:
A STUDY OF SCHOOL EFFECTIVENESS

Introduction

How effective are rural schools in meeting the needs of youth? How does one determine the effectiveness of a rural school? How do rural schools in a particular region compare with effective schools across the nation? These were some of the questions facing the Tennessee Technological University when it formed the Rural Education Research and Service Consortium (RERSC) in 1984. One of the missions of RERSC was to launch a major research thrust consistent with the provisions of the Tennessee Comprehensive Education Reform Act of 1984 and the national emphasis on effective schools and effective teaching. One of the first goals of the Consortium was the collection of a broad base of data to be used in determining the effectiveness of schools in the Upper Cumberland region of Tennessee and to identify variables for school improvement projects.

The Upper Cumberland region is a rural, semi-mountainous region of Tennessee not adjacent to any metropolitan center. Tennessee Technological University is centrally located in the 22 county area it serves. The region is historically poor with small farms and labor-intensive small industries. With a low local tax base and no state income tax, the per pupil expenditures are low for the state and nation. The average educational level of adults ranged from 8.3 to 12.3 in 1980. The people tend to

be white, conservative, Protestant, and have many of the characteristics of Southern Appalachian population. The schools are county systems headed by an elected superintendent and served by a small central administration. Schools range from teaching-principal elementary schools with 90 pupils to secondary schools with more than 1300 pupils.

History of Effective Schools Research

According to Purkey and Smith (1982) school effectiveness research has followed four models. These are: (a) outlier studies comparing the most effective schools to the least effective, (b) case studies of school improvement projects, (c) program evaluations, and (d) comparison studies of different types of schools. In each case, school effectiveness has been determined primarily by analysis of standardized achievement data. Other factors which have been used as effectiveness criteria include low absentee rate for students and staff, low pupil suspension rates, negligible vandalism, high degree of parental satisfaction, and a reputation for excellence (Kyle, 1985).

The search for determinants of effective schools was launched with the Coleman Report (1966) that concluded that student achievement was determined by family background and student socio-economic status and was independent of school facilities or programs. Accepting the premise that family background and home environment are significant factors in student performance, researchers have sought to identify

other factors which are related to achievement. Among these is Edmonds (1979) who studied two elementary schools serving students of comparable backgrounds but producing significantly different achievement levels. He concluded that an effective school is one that is equally successful in bringing all children, regardless of socio-economic status, to minimal mastery in the basic skills of mathematics and reading. Rutter's (1979) study of twelve British secondary schools confirmed that student achievement is attributable to factors in addition to family background. McCormick-Larkin and Kritck (1982) demonstrated that school improvement projects can have a positive effect on the mathematics achievement of poor students.

Characteristics of Effective Schools

Studies of school effectiveness have led researchers to develop lists of characteristics of schools which are successful in producing high student achievement on standardized measures. The most commonly reported characteristics of effective schools are (a) strong administrative leadership, (b) active involvement of the principal as the instructional leader, (c) safe and orderly climate, (d) warm responsive teachers with high expectations for students, (e) close monitoring of student achievement with no student being allowed to fall below minimal mastery, (f) commonly understood school purposes and goals, (g) school-wide emphasis on instruction, and (h) use of rewards and positive reinforcement rather than punishment (Brandt, 1982; Austin, 1979; Squires, 1980).

No one has established a cause-effect relationship between these factors and student achievement. Neither has any particular order of these factors been agreed upon. Edmonds (1980) recommended that all generally accepted characteristics must be present at the same time for school improvement to occur.

The principal has been described as the key to an effective school. Sergiovanni (1984) characterized the effective school principal as being a strong leader who uses sound management techniques, makes good use of available resources, is knowledgeable about all programs in the school, and promotes a positive school culture. Other researchers (Gersten, Carnine and Green, 1982) have contended that it is the provision of the leadership functions in a cohesive, timely manner rather than the person who provides the leadership which makes the difference in schools.

School climate has been identified as another major factor in school effectiveness. Genova (1981) found that if the safety, challenge, structure and cohesiveness of the school climate are greater than that of the home climate, students showed greater achievement. Chan (1979) reported that student achievement is greater in modern, air-conditioned, attractively decorated buildings than in non-modernized, non-air-conditioned buildings. Irvine (1979) concluded that effective schools have smaller enrollments, multiple age groupings, higher teacher salaries, teachers

with moregraduate degrees, and teachers who were warm, responsive and positively reinforcing.

Rural School Effectiveness

Most school effectiveness studies have been conducted in urban or suburban settings. The applicability of the research to rural schools is limited by the nature of rural schools. Nachtigal (1980) cautioned that rural schools are different from urban schools and from each other because of their surrounding communities. He described the rural school and its community as a single social structure.

Buttram and Carlson (1983) studied the application of the effective school research to rural schools and found the following major differences: (a) Except for overcrowding, provision of safe and orderly school environment is usually not a factor in rural school effectiveness, (b) Instructional leadership is often vested in many persons since the rural school principal is often a teaching principal, (c) Home-school relations are critical for rural school effectiveness, and (d) Lunch status may not be a sufficient determinant of socio-economic status in rural schools since a larger percentage of students usually qualify for free and reduced price lunches.

Many rural school effectiveness studies have focused on the advantages and disadvantages of rural schools. The generally agreed upon advantages are: (a) Instruction is more flexible and individualized because of small classes, (b) Cooperation is encouraged by the personal relationships among administrators, teachers and students, (c) Complex

educational bureaucracies do not exist in rural schools, (d) School board members are known to school faculties and parents, (e) Teachers have a sense of control over what they teach (Nachtigal, 1980; Lewis et al. 1981), and (f) Rural schools are integral parts of their communities and a source of community pride (Deal and Nutt, 1979).

Rural schools also have disadvantages: (a) Availability of good teachers is limited; (b) Teachers are responsible for more class preparations and non-instructional duties; (c) Teachers are paid lower salaries in rural schools; (d) Administrators are responsible for a greater range of duties; (e) School management is hampered by paperwork designed for larger schools; (f) Schools are faced with declining enrollments and revenue (Lewis, 1981); (g) Fewer pre-school and kindergarten programs are provided in rural areas; (h) Rural taxpayers are less willing or less able to support schools financially (Deal and Nutt, 1979); and (i) Isolation, sparsity, smallness, and differentness hinder rural schools in their role of transmitting the larger culture (Tillman, 1983).

The Good Schools Project

While many researchers have accepted Edmonds' (1983) definition of an effective school as one which is equally effective in bringing students from various socio-economic groups to miminal mastery on standardized achievement inventories, other educators have searched for a more qualitative approach to determining school effectiveness.

One such group was sponsored by Kappa Delta Pi in an extensive study of a national sample of schools perceived to be effective. The mission of the Good Schools Project (GSP) was set forth as follows:

> First, we intended to identify the good schools in America today, wherever they might be: elementary, middle or secondary level schools; public, private, or parochial schools; and urban, rural or suburban schools. Second, we planned to study carefully those good schools to see what they were like. Third, we intended to look at the schools in depth and over time to learn how those good schools came to be; what made it possible for the people there to create the policies, practices, and programs that were recognized as superb. Finally, from what we learned about good schools, we planned to make inferences that would be useful and sound for those who want to make their own schools better. (Frymier, 1982)

Kappa Delta Pi chapters formed school selection committees and nominated schools for consideration. From this process, 70 elementary, 15 middle, and 21 secondary schools were selected for further study. These 106 schools included city, county and rural schools with enrollments ranging from 106 to 3,750 students. Principal interview data, teacher surveys, student surveys and standardized achievement scores were collected from each school.

Data were gathered and analyzed with respect to eleven conceptual dimensions: demographics, curriculum perspectives, goal attainment, classroom practices, interpersonal relations, commitment, discipline and safety, support services and facilities, decision making, history, and achievement scores. Analysis of the data resulted in the determination of twelve characteristics ("earmarks") of good schools.

1. The school is part of a community-wide education program, with well-defined bridges for cooperation with other schools, school levels, and community educational programs.

2. School goals are sufficiently comprehensive, balanced, realistic, and understood, and they permeate the activities of the school.

3. The school has and exercises considerable responsibility for program planning by its own personnel within the policies and regulations set by its control group.

4. School climate is friendly, good-humored, busy, and members of the school faculty and staff generally regard their work as challenging and satisfying.

5. A variety of teaching modes and resources are used as appropriate to instructional purposes.

6. Student performance toward all school goals is evaluated as regularly and fully as needed or possible and is generally regarded as satisfactory.

7. Students participate fully and enthusiastically in the wide variety of activities provided by the school and community.

8. Parents and other citizens of the school community participate fully and enthusiastically in the opportunities provided for their involvement in the educational program.

9. The library and other learning skills centers are widely and effectively used by students.

10. The school program provides, at its level, for the natural progression of learners from dependent, other-directed learning to independent, self-directed learning.

11. The school principal is a generally liked and respected leader who leads and collaborates effectively in school and community projects.

12. The school faculty seeks continuing renewal and improvement. (Frymier et al., 1984, p. 220-221)

Description of the Study

Purpose of the Study

The purpose of this study was to compare rural schools in the Upper Cumberland region of Tennessee with the national sample of schools included in Kappa Delta Pi's Good Schools Project (GSP). Eight of the conceptual dimensions included in GSP were included in the study. They were: curriculum perspectives, goal attainment, classroom practices, decision making, support services and facilities, commitment, discipline and safety, and interpersonal relations.

Design of the Study

Because the GSP data were current, included a broad base of information, and were based on a national sample, they were selected by the RERSC for comparison with baseline information on rural schools in the Upper Cumberland area. Permission was secured from Kappa Delta Pi to use the GSP survey instruments.

The GSP instrumentation used in this study included a 200 item multiple choice Teacher Survey and a 100 item multiple choice Older Student Survey for grades 4-12. The instruments were field tested at one school to determine their appropriateness. Based on the field test, it was decided to use the Older Children's Survey in grades 5-12 and to collect all data on general purpose computer answer sheets.

The first schools included in the study were the seven

original member schools of the RERSC. This group of schools included five different grade organizations in three rural counties. The results from these schools confirmed the appropriateness of the research design and the usefulness of the data both for individual school planning and for collective analysis. The total sample of forty schools was then selected based on distribution within the geographical area, grade level composition, and willingness of the school to provide access to data. A special effort was made to include the three unit (K-12) schools in the area. During the period September 1984 through June 1986, data were collected in thirty-nine of the selected schools. This sample included usable responses from 722 teachers and 3846 students.

Data collection in each school consisted of teacher administration of the Older Student Survey to one intact heterogeneous class at each grade five through twelve and individual teacher completion of the Teacher Survey. In no school were fewer than one-fourth of the students in grades 5-12 surveyed.

Analysis of the Data

Data from the thirty-nine schools were classified according to the school organization format--elementary, middle, high and unit (K-12) school levels. The data from student and teacher responses were handled as two separate files since the two instruments used in the data collection were different. The Chi-Square was used to compare the results from the respective teacher groups in the rural

sample with the responses of those teachers in the Good Schools Project (GSP). Similarly, Chi-Square values were computed to determine whether the respective student groups in the rural sample differed significantly from their GSP counterparts. Null hypotheses were rejected if $p < 0.001$.

Limitations of the Study

The data gathered in this study represent the perceptions of teachers and students in grades 5-12 with respect to the schools in which the data were collected. Conceptual areas were limited to those included on the GSP survey instruments. Schools in the sample were located in the Upper Cumberland region of Tennessee and may not be representative of all rural schools.

The number of subjects included in the Good Schools Project was quite large in relation to those included in the present study. Approximately 3300 teachers were surveyed by the Kappa Delta Pi committee; only 722 were included in the present study. More than 22000 students were surveyed in GSP; only 3846 were included in the present study. For this reason, only probabilities of less than 0.001 were treated as significant.

Curriculum Perspectives

> This dimension refers to beliefs about the nature of knowledge and learning that influence the curriculum opportunities provided to students. The subdimensions include expectations for students, including teachers' expectations for student learning, students' self-expectations for learning, and achievement emphasis; and teachers' conceptions of knowledge and learning, including teachers' perceptions of the nature, selection, and use of knowledge in curriculum, and the organization and distribution of knowledge in curriculum, including provision for variety and student choice. (Frymier, et al., 1984, p. 9)

Thirty items on the teacher survey administered in Good Schools Project (GSP) and Middle Tennessee Rural (MTR) schools sampled teacher perceptions of curriculum perspectives. Eleven were concerned with their conceptions of knowledge and learning, and nineteen with expectations and achievement pressure. Of the thirty items, significant differences at the .001 level were found in twenty-six. Two of the items on which significant differences were not found were concerned with how students learn. Item 66 asked about the importance of relating new learning to previous experiences. Item 90 was concerned with whether learning should begin with discrete skills and information rather than broad ideas. Figure CU-1 and Figure CU-2 show the percent of teachers by group and level responding Always on these items. One of the other items (Item 21) dealt with the importance of reading skills. Figure CU-3 shows the percent of teachers by group and level responding Always. Reading skills were viewed as very important by both groups of teachers at all levels.

Figure CU-1

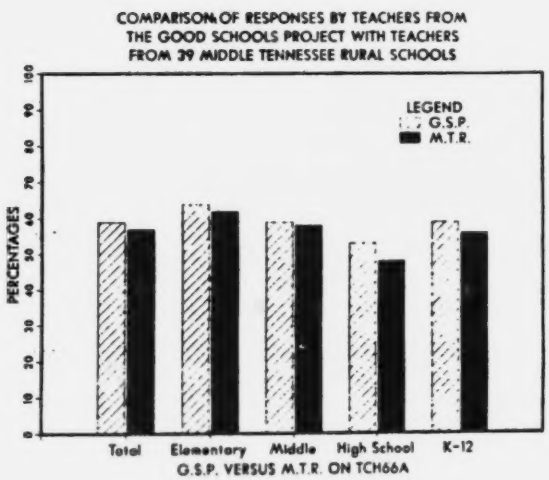


Figure CU-2

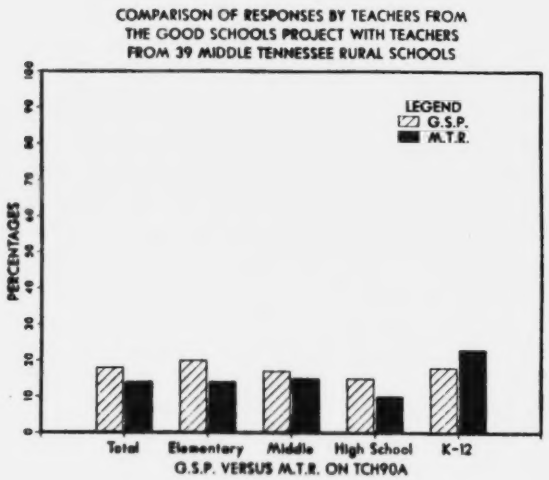


Figure CU-3

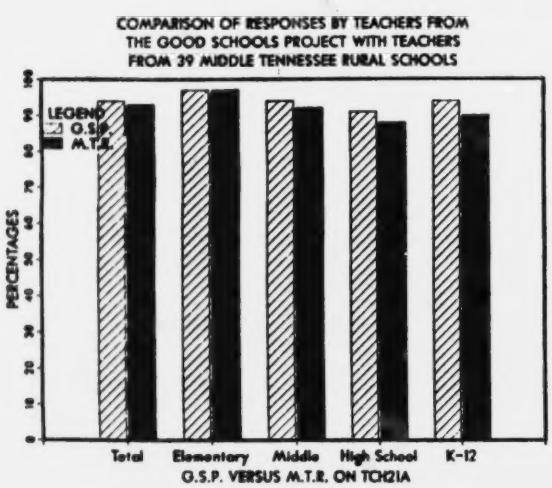
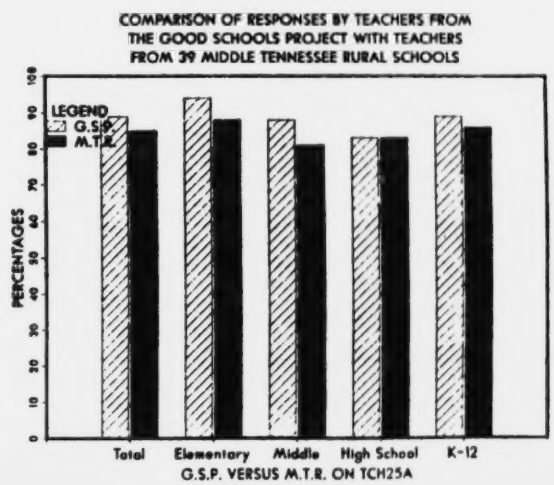


Figure CU-4



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The fourth item not showing a significant difference (Item 25) was concerned with the importance of helping students develop a sense of self-worth. Figure CU-4 shows the percent of teachers by group and level responding Always on this item. Again, both groups at all levels perceived this as very important. The student survey included eleven items related to curriculum perspectives, all of which were concerned with expectations and achievement pressure. The two groups differed significantly ($p<.001$) on each of the eleven questions. Data related to curriculum perspectives are presented in Table CU-1 (Teacher Survey) and Table CU-2 (Student Survey).

Item 142 on the teacher survey asked whether or not what is true or important changes with conditions. Figure CU-5 shows the percent of teachers by group and level responding Always. GSP teachers perceived this to be the case more frequently than MTR teachers at all levels. Item 112 asked the degree to which teachers perceived open-ended questions as confusing to students. Figure CU-6 shows the percent of teachers by group and level responding Always. Although both groups tended to find them confusing, MTR teachers saw open-ended questions as more troublesome. The complete data may show this even more clearly. Only 1% of the MTR teachers responded Never, while 8% of the GSP teachers did so. Item 34 asked if it is more important for students to learn what is right or to learn to think for themselves. Figure CU-7 shows the percent of teachers by group and level responding Always. MTR teachers signifi-

Figure CU-5

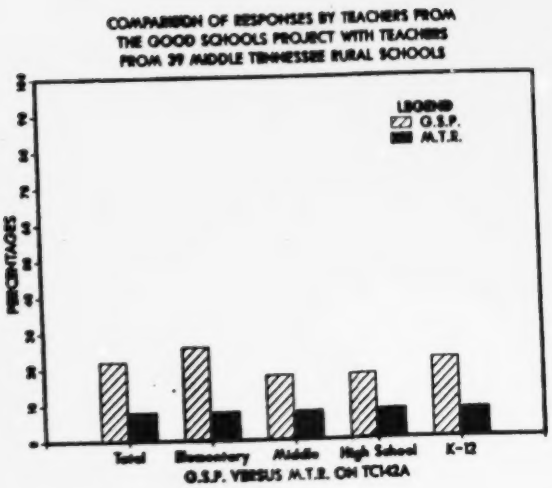


Figure CU-6

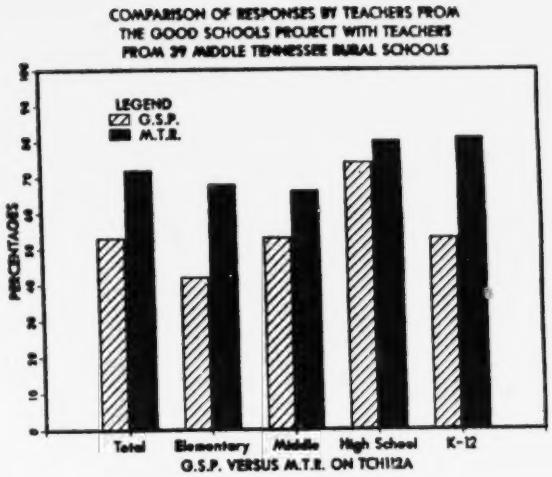


Figure CU-7

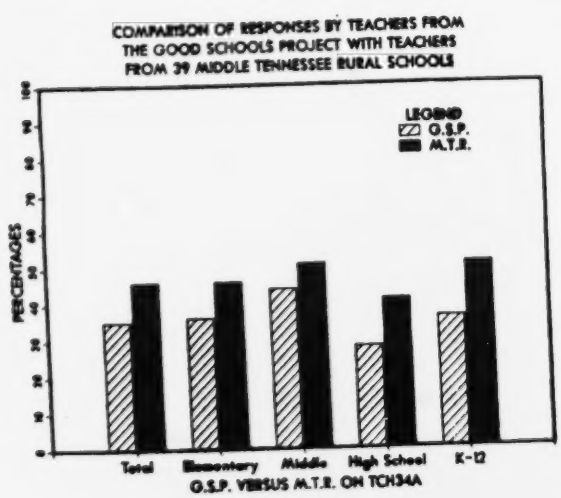
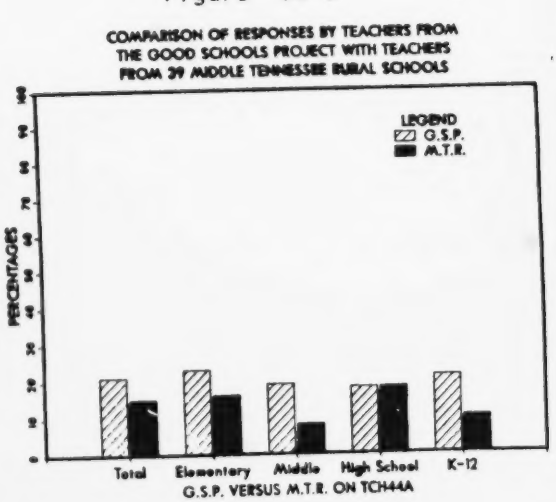


Figure CU-8



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cantly favored teaching students what is right over teaching them to think for themselves more so than did GSP teachers.

Item 44 asked the degree to which it is important to learn what is in the textbook. Figure CU-8 shows the percent of teachers by group and level responding Always. Differences were significant ($p<.001$) for the total group but not at all levels. Closer analysis of the data indicated that the difference was more subtle than that presented graphically. Ninety-eight percent of the MTR teachers responded either Always or Often, whereas ninety-one percent of the GSP teachers gave one of these two responses. This left two percent of MTR teachers and nine percent of GSP teachers answering Never. The complete picture indicates that MTR teachers perceived textbook content as more crucial. This is consistent with the observations made in the section on classroom practices, where MTR teachers indicated greater reliance upon textbooks.

Item 153 asked if information is learned primarily to be applied in real-life situations. Figure CU-9 shows the percent of teachers by group and level responding Always. Middle school teachers did not differ significantly by group, but all other levels did. This was especially true at the elementary level. Item 156 inquired whether or not content is integrated across subject boundaries to promote learning. Figure CU-10 shows the percent of teachers by group and level responding Always. GSP teachers indicated

Figure CU-9

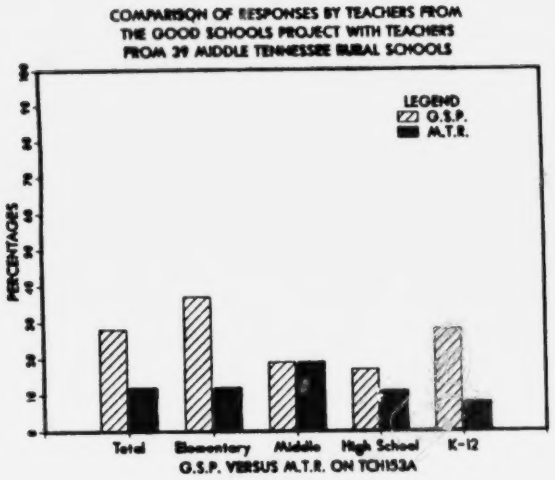


Figure CU-10

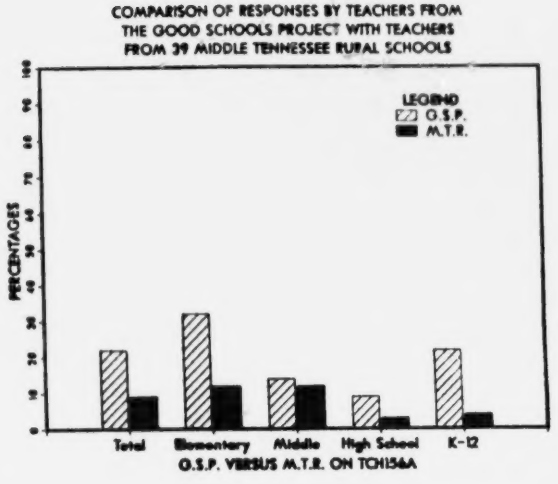


Figure CU-11

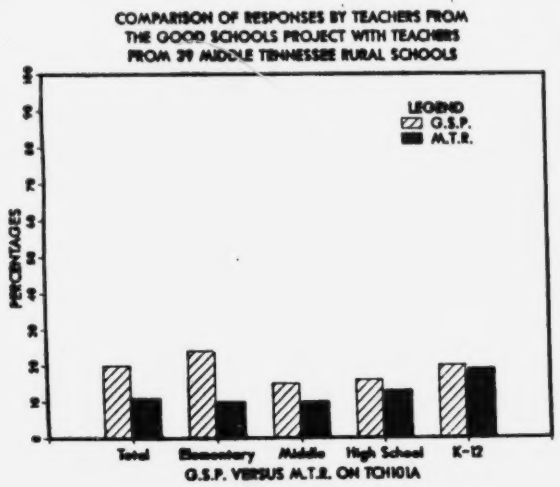
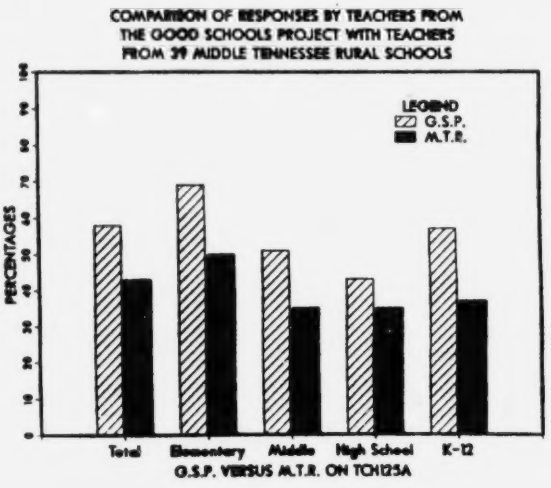


Figure CU-12



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this occurred in their schools more frequently than did MTR teachers at all levels. Item 101 asked if students learn best when they have some choice in the selection of materials and activities. Figure CU-11 shows the percent of teachers by group and level responding Always. GSP teachers perceived student choice as more significant to learning than did MTR teachers. Item 125 asked about the degree to which a wide variety of activities increases learning. Figure CU-12 shows that most teachers in both groups and at all levels saw it as important, with GSP teachers favoring it at a significantly higher level. Item 139 asked whether or not students, given the opportunity, would choose educationally worthwhile activities. Figure CU-13 shows the percent of teachers by group and level responding Always. The difference was significant ($p<.001$), with GSP teachers perceiving students as more apt to choose such activities than did MTR teachers.

Item 52 shifted to teacher expectations. It inquired as to whether or not teachers perceive students as capable of higher-level learning. Figure CU-14 shows the percent of teachers by group and level responding Always. GSP teachers tended to see learners in this way more often than did the MTR teachers. Item 80 continued in this vein with the effect teachers perceive their expectations to have on learners. Figure CU-15 shows the percent of teachers by group and level who Always perceive students as learning if teachers expect them to learn. Group differences favoring GSP teachers were significant at all levels. Item 102 posed

Figure CU-13

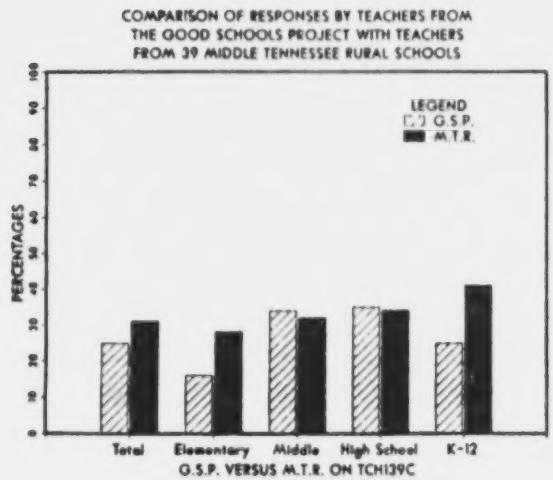


Figure CU-14

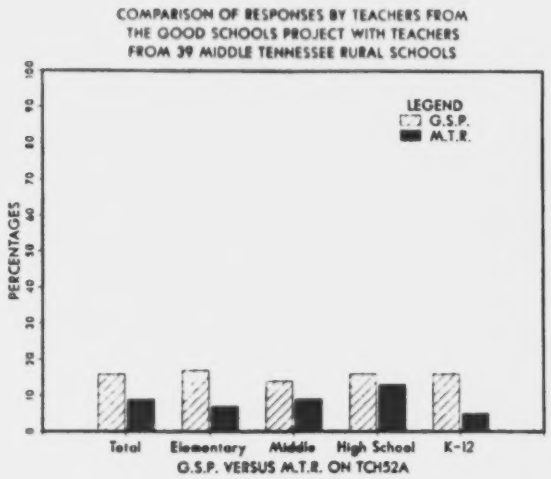


Figure CU-15

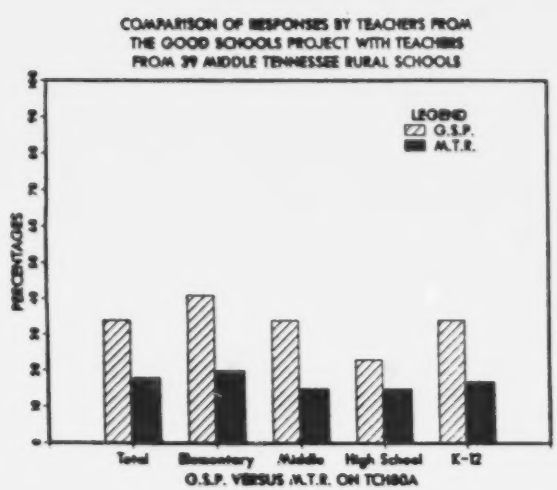
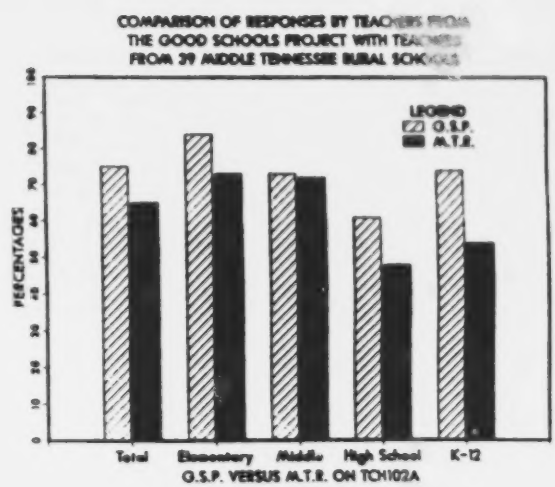


Figure CU-16



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the question of the degree to which teachers in the school expect students to learn. Figure CU-16 shows the percent of teachers by group and level responding with Always. With the exception of the middle school level, GSP teachers viewed teachers in their schools as expecting students to learn more frequently than did MTR teachers.

Several items on the teacher survey explored perceptions with respect to what the school should help students acquire. Two of the items identified above as not having significant differences were in this group--the importance of reading skills and the importance of a sense of self-worth. All others indicated significant differences ($p<.001$) with the GSP teachers choosing Always with a higher level of frequency than did MTR teachers. Figure CU-17 shows responses related to the importance of factual knowledge and concepts in the subject area. Figure CU-18 shows responses related to the importance of positive attitudes toward learning. Figure CU-19 shows responses related to the importance of friendliness and respect toward people of different races and religions. Figure CU-20 shows responses related to the importance of critical thinking and reasoning skills. Figure CU-21 shows responses related to the importance of developing independence and self-reliance. Figure CU-22 and Figure CU-23 show responses related to the importance of evaluating information and arguments and effective expression of opinions. These differences are consistent with those already noted relating to critical thinking

Figure CU-17

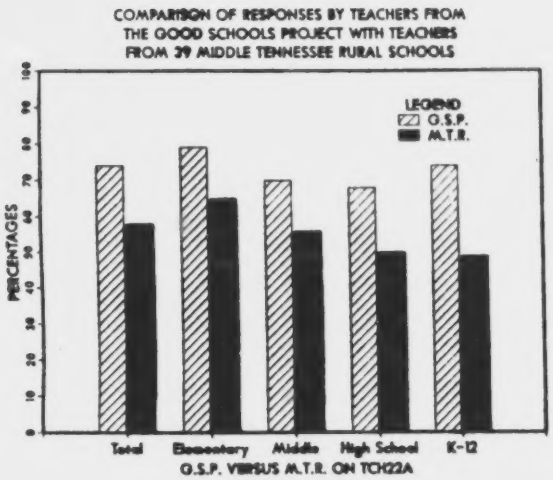

Figure CU-18

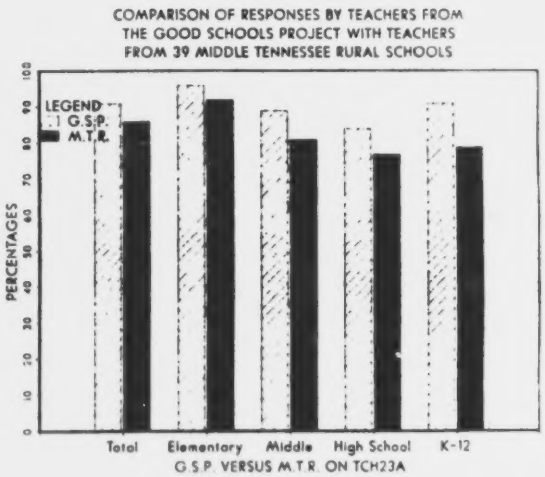

Figure CU-19

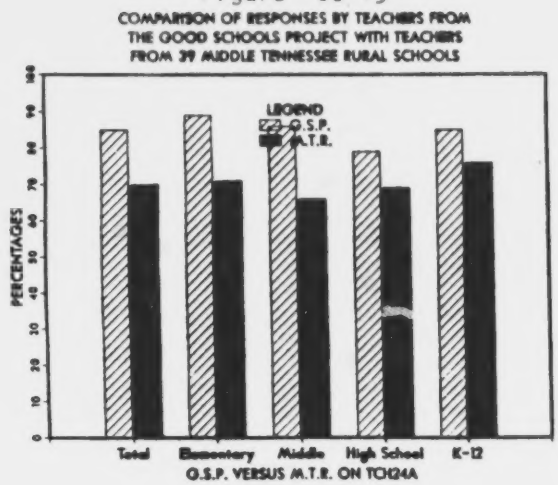

Figure CU-20

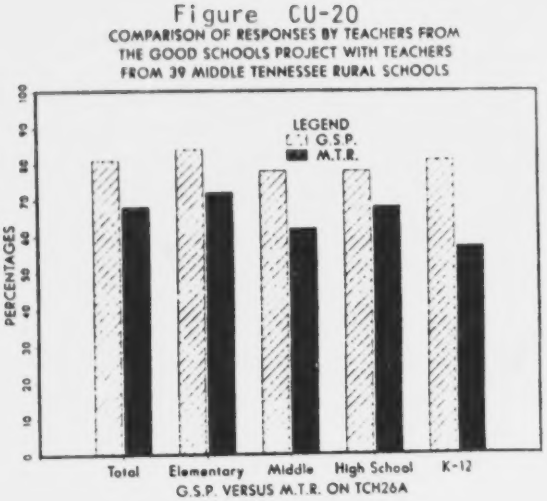

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Figure CU-21

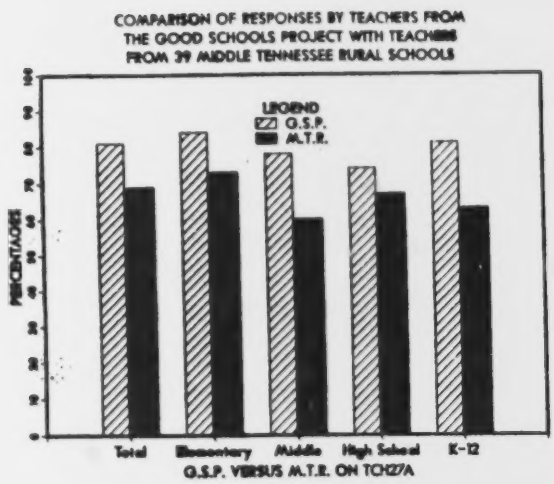


Figure CU-22

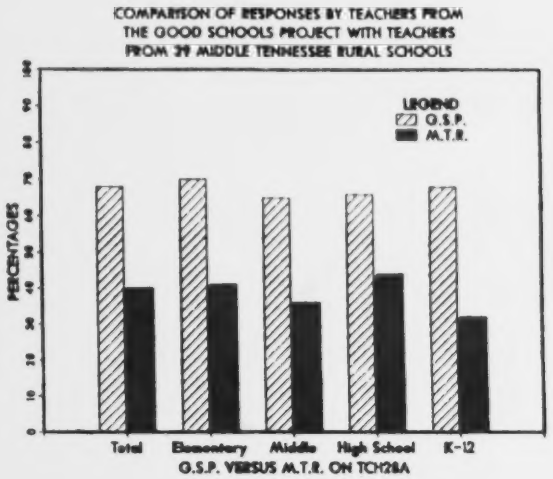


Figure CU-23

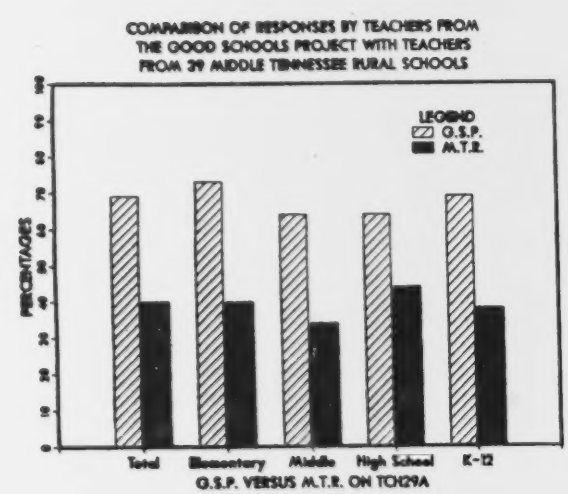
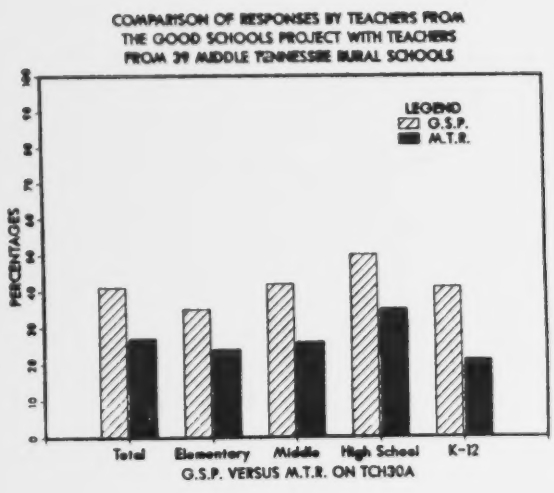


Figure CU-24



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skills. The final one in this group, Figure CU-24, shows responses related to the importance of vocational skills.

Two other items were similar to the set described above. Item 83 asked about the degree to which teachers feel responsible for the social development of students. Figure CU-25 shows the percent of teachers by group and level responding Always. GSP teachers, much more than MTR teachers, perceived this as a teaching responsibility. Item 67 sought information on how much the schools are thought to prize academic learning. Figure CU-26 shows the percent of teachers by group and level responding Always. Substantive proportions of each group, particularly at the elementary and middle school levels, gave this response. However, GSP teachers indicated it at a significantly higher rate.

Four items on the teacher survey were related to the degree of pressure for students to achieve in the schools. Item 138 asked about the pressure on teachers for students to get high scores on achievement tests. Figure CU-27 shows the percent of teachers by group and level responding Always. MTR teachers felt significantly greater pressure than did GSP teachers. Item 77 asked whether or not there is a lot of pressure for students to get good grades. Figure CU-28 shows that only a small portion of each group responded Always. Closer analysis of the data indicates that, when Always and Often responses are combined, MTR teachers perceived grade pressure as present with a slightly higher frequency than did GSP teachers. Item 35 rephrased Item 77 to get at the pressure teachers were perceived as

Figure CU-25

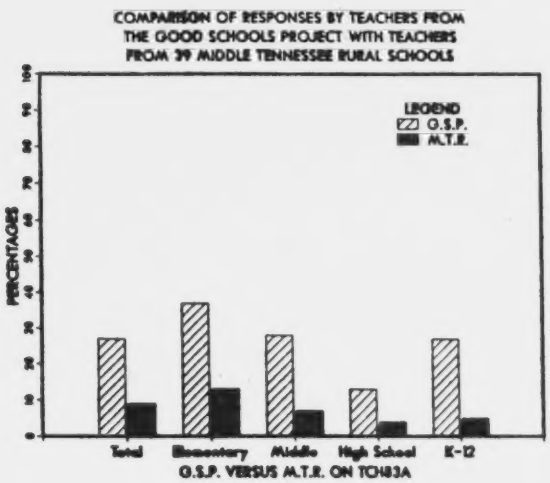


Figure CU-26

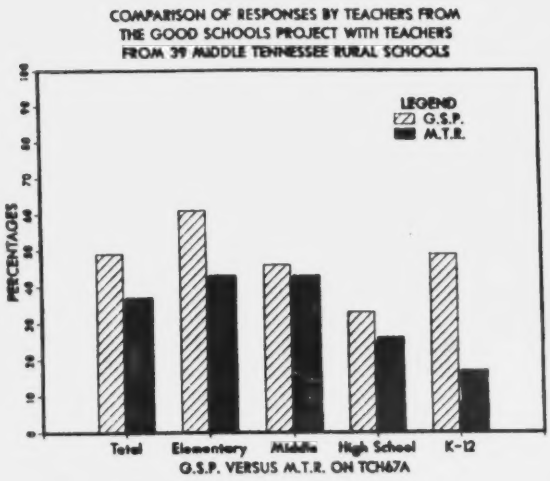


Figure CU-27

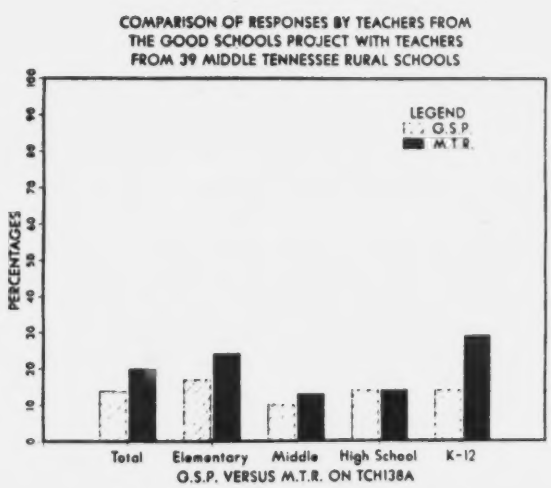
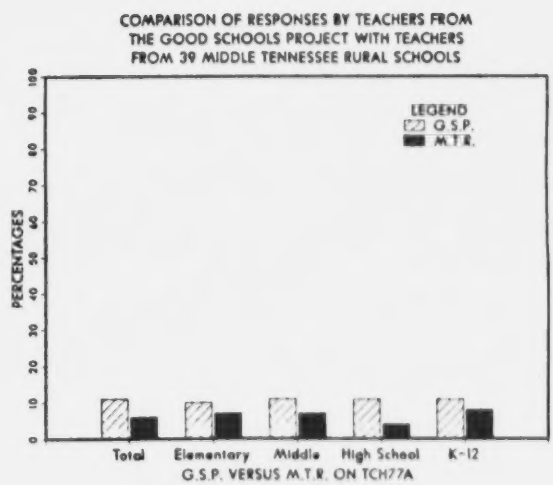


Figure CU-28



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putting on students to get good grades. A similar pattern as above is shown by close analysis of the data. If Always and Often responses are combined, 75% of the MTR teachers are included, while only 59% of the GSP teachers are. Figure CU-29 shows the percent of teachers by group and level responding Often. This response was chosen by the major portion of both groups at all levels. Item 127 inquired about whether or not achievement is more important than effort for getting good grades in the school. Figure CU-30 shows the percent of teachers by group and level responding Always. As in the two items discussed previously, closer analysis of the data indicated that MTR teachers perceived their schools as placing slightly more emphasis on achievement than effort when the responses Always and Often are combined for the total group (70% for MTR; 66% for GSP).

Six items on the student survey dealt with perceptions of teacher expectations for student learning and achievement pressure. Item 23 asked whether or not students perceive teachers to believe they, individually, could learn. Figure CU-31 shows the percent of students by group and level responding Always. The majority of both groups at all levels saw their teachers in this way. There was, however, a significant difference between the two groups, with GSP students perceiving their teachers as having a higher level of confidence in their ability to learn. Item 75 addressed the question of whether or not teachers are perceived as expecting students to learn. Figure CU-32 shows the percent

Figure CU-29

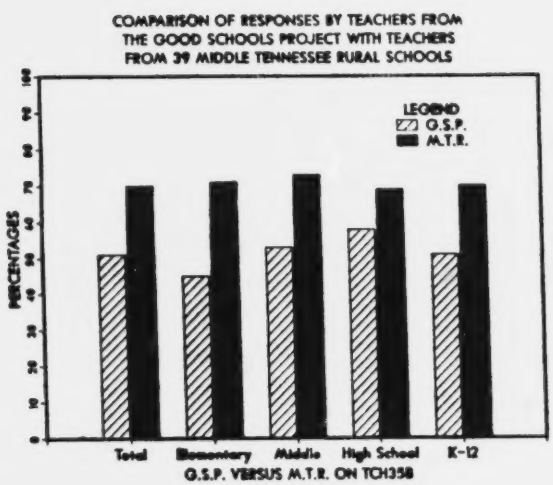


Figure CU-30

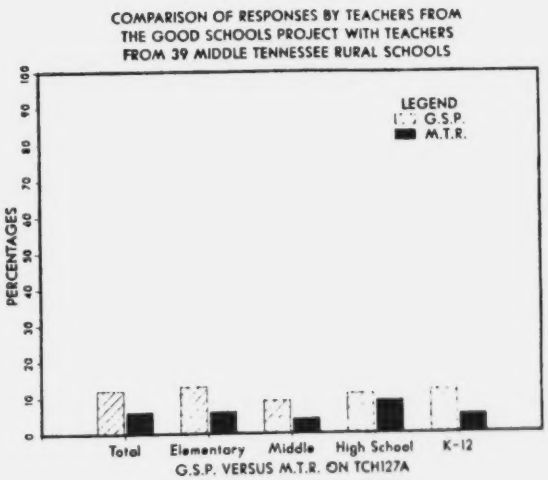


Figure CU-31

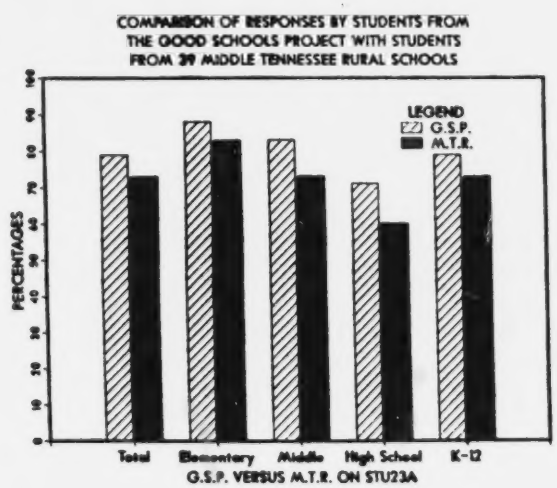
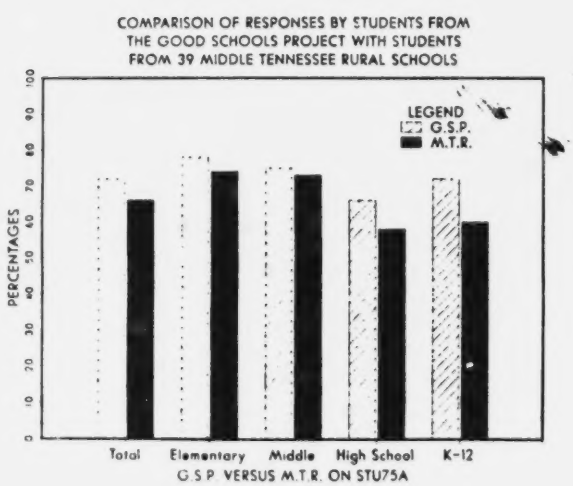


Figure CU-32



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of students by group and level responding Always. Teacher expectations were viewed as high more often by GSP students than by MTR students.

Item 11 inquired about whether or not effort is treated as part of the grade for students. Figure CU-33 shows the percent of students by group and level responding Always. GSP students, more often that MTR students, perceived this to be true. Item 37 was a related question, asking the degree to which students who try hard are able to succeed in the schools. Figure CU-34 shows the percent of students by group and level responding Always. Again, GSP students perceived this to be true more often than MTR students. The difference between the two groups was somewhat less at the elementary school level. Item 71 asked about the amount of pressure students perceive teachers as placing on them to learn. Figure CU-35 shows the percent of students by group and level responding Always. There was no difference at the elementary level, but other levels showed GSP students chose this response more often than MTR students. Item 94 posed a negative question, asking the extent to which nobody cares how hard you try in the school. Figure CU-36 shows the percent of students by group and level responding Seldom/ Never. Clearly, both groups perceived school personnel as concerned about their efforts, but, with the exception of the middle school level, MTR students thought lack of concern was more frequent in their schools.

Figure CU-33

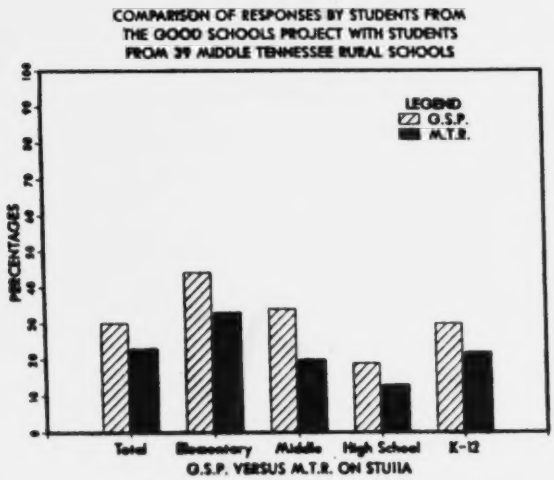


Figure CU-34

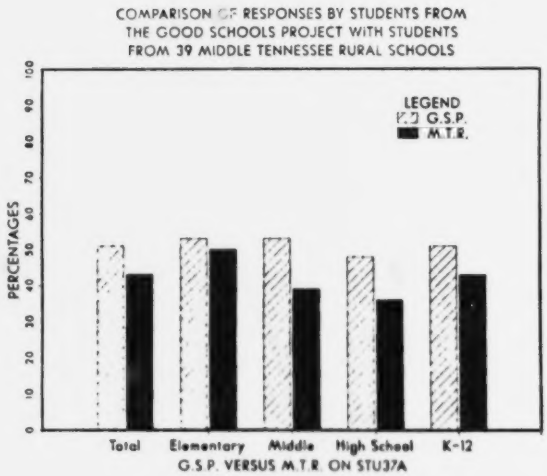


Figure CU-35

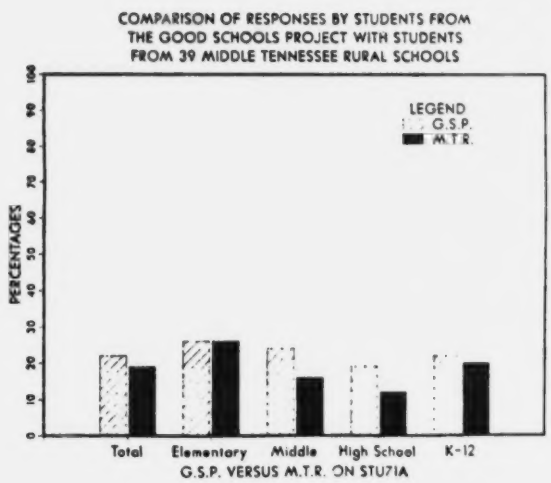
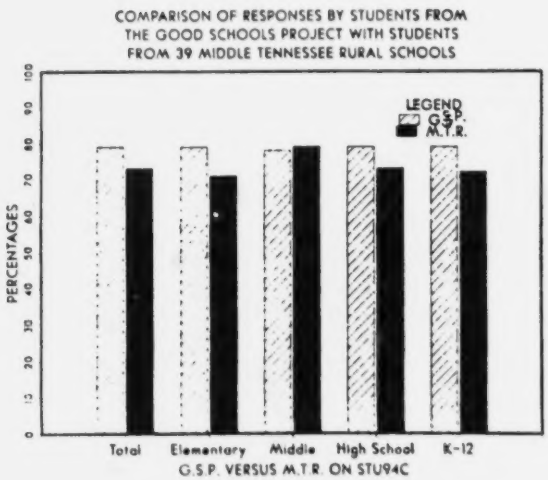


Figure CU-36



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Five of the student survey items gave information about the goals and interests of the students. Item 1 asked whether or not students expect to graduate from high school. Figure CU-37 shows the percent by group and level responding Definitely yes. For the total group, GSP students indicated that they expect to graduate from high school with a significantly higher frequency than did MTR students. This, however, was not true at the elementary school level. College aspirations were sharply different for the two groups. Item 2 assessed this goal. Figure CU-38 shows the percent of students by group and level responding Definitely yes. GSP students across all levels indicated that they plan to go on to college with a higher frequency than did the MTR students. Item 6 asked how much students expected to learn during that school year. Figure CU-39 shows the percent of students by group and level responding A lot. Although both groups at most levels indicated relatively high anticipations with respect to learning, GSP students choices were significantly higher.

Item 7 asked students to choose their favorite subjects. Figure CU-40 shows the percent of students by group and level responding Language Arts/Reading/English. Figure CU-41 shows the percent choosing Mathematics/Science. Figure CU-42 shows the percent choosing Social Studies/History/Geography. MTR students indicated more frequent choices for the first and last groups than the GSP students, while GSP students chose the middle one (Mathematics/Science) more often than did the MTR students.

Figure CU-37

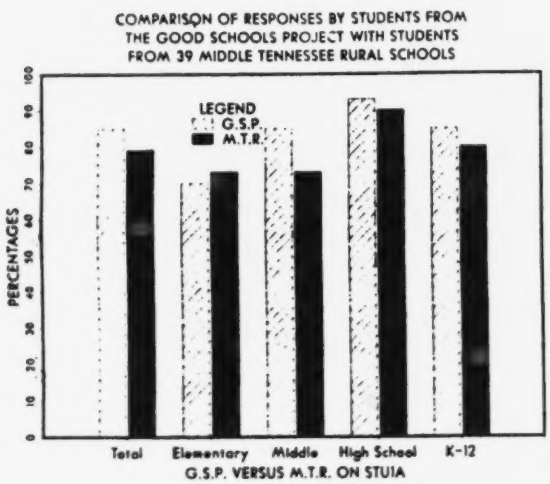


Figure CU-38

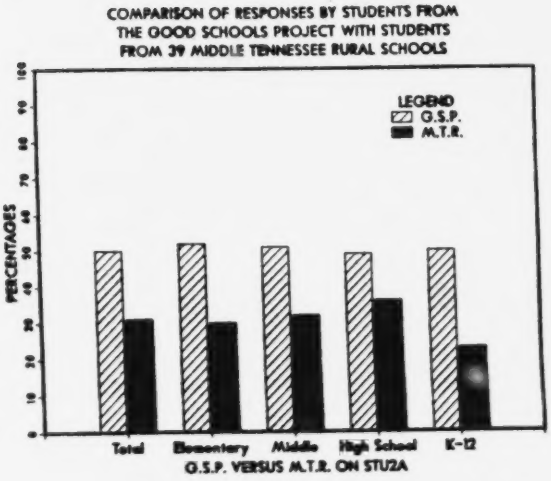


Figure CU-39

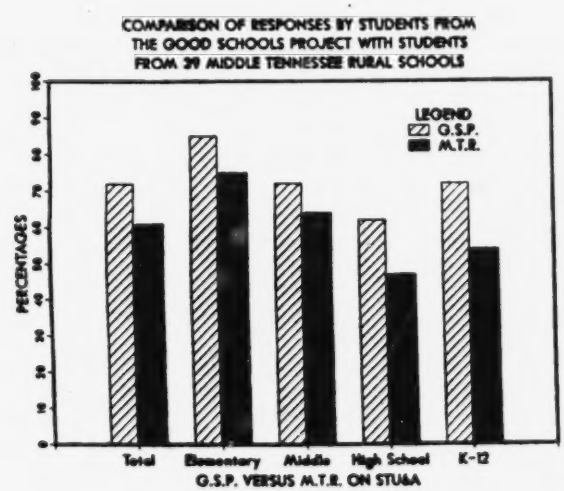
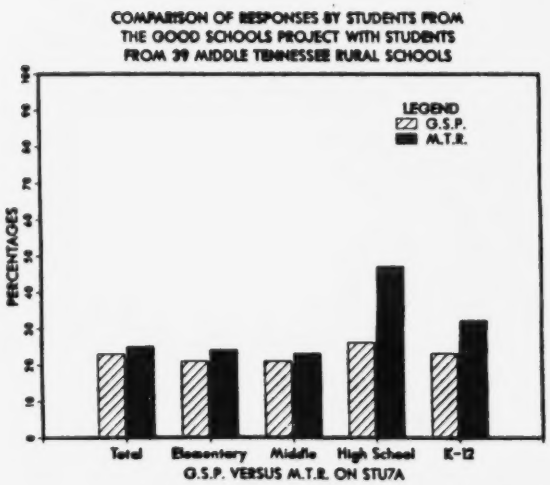


Figure CU-40



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Item 8 asked students to choose which of several goals would be the most important to them. Figure CU-43 shows the percent of students by group and level choosing To get along with other people/To become a better person. GSP students at all levels except elementary chose this goal more frequently than MTR students. Figure CU-44 shows the percent by group and level responding To learn about the subjects in school. The reverse pattern was shown for this choice with MTR students at all levels except elementary choosing this goal more frequently than GSP students. Figure CU-45 shows the percent of students by group and level responding To get a good job. MTR students consistently chose this option more frequently than did the GSP students.

Conclusions and Recommendations

The proportion of items on which significant differences ($p<.001$) existed between the two groups was great--almost every item for both teachers and students. Where teachers and students were measured on similar or identical questions, the patterns of responses tended to be similar, adding credibility to the perceptions and the strength of the differences between groups. Critical thinking and reasoning skills, in this dimension as well other dimensions in the study, stand out as areas of difference between the two groups. MTR teachers did not perceive it as being as important in their schools as did GSP teachers. They also found it more difficult to use with students and confusing

Figure CU-41

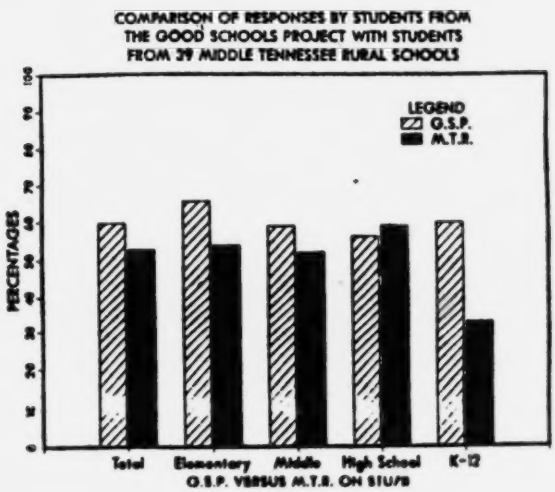

Figure CU-42

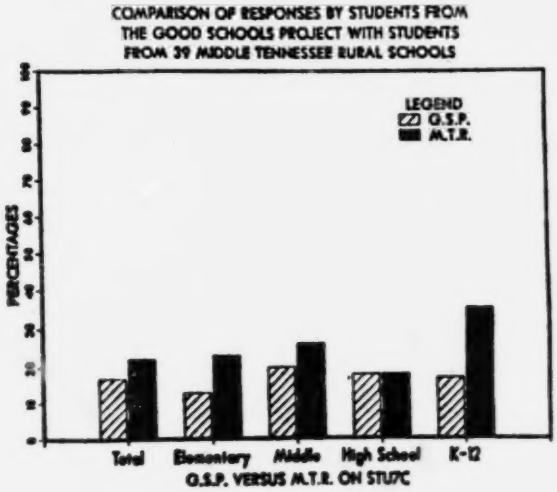

Figure CU-43

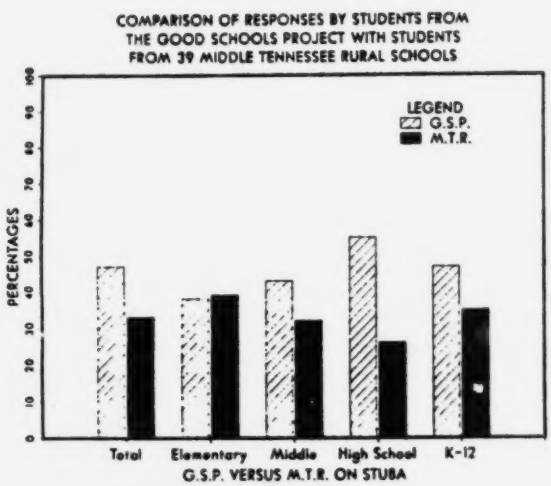

Figure CU-44

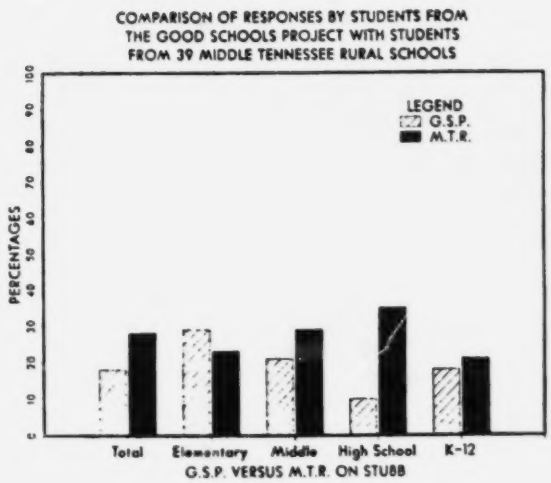

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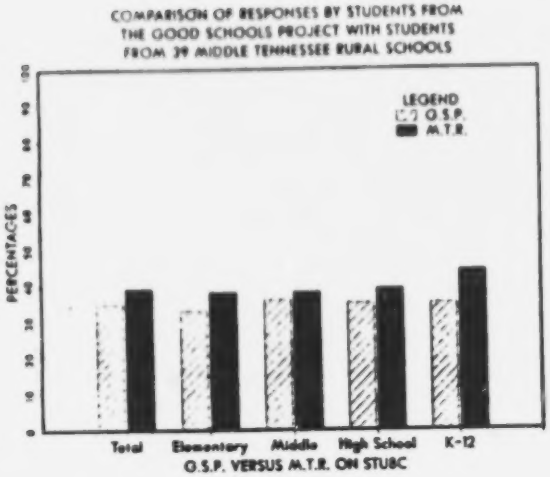
Figure CU-45



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to them. They indicated a sense of less responsibility for the social development of students and perceived their schools as less involved in helping students develop friendliness and respect toward people of different races and religions than did teachers in GSP schools. Both groups placed great emphasis on the teaching of reading, and there was no significant difference between the two. GSP teachers tended to express a more student-centered philosophy of education than that shown by MTR teachers. MTR teachers and students indicated that teachers in their schools had lower expectations for student learning than did GSP teachers and students. Students in MTR schools also expected to learn less during the year and were less inclined to think that hard work leads to success in their situations.

Sharp differences were found in aspirations for a college education. Only 31% of the MTR students indicated that they plan to go to college. This compares with 50% of the GSP students. Raising aspiration levels, providing success experiences in a program that prepares students for extended education, and providing resources to assure that students can go on to higher levels of education appear to be major needs in MTR schools.

Table CU-1
TEACHER SURVEY: CURRICULUM PERSPECTIVES

Percent of Teachers by Group and Level Responding Always, Often, Seldom, or Never to Statements Concerning Knowledge and Student Learning

SURVEY ITEM	TOT		ELEM		MID		SEC		K-12	
	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR
Conceptions of Knowledge and Learning										
142. What is considered to be true or important changes as conditions change.										
Always	22*	8	26*	9	18	8	18	8	22	8
Often	63	72	61	72	64	73	64	71	63	75
Seldom/Never	15	20	13	19	18	19	18	21	15	17
112. Open-ended questions are confusing to students.										
Always/Often	53	72*	42	68*	54	66	55	80	53	81*
Seldom	39	27	49	31	41	33	40	20	39	19
Never	8	1	9	1	5	1	5	0	8	0
34. It is more important that students learn what is right than to think for themselves.										
Always/Often	35	46*	36	46	44	51	37	41*	35	51
Seldom	41	43	45	41	37	39	43	47	41	43
Never	24	11	19	13	19	10	20	12	24	6
44. It is important for students to learn what is in the textbook.										
Always	21*	15	23*	16	19	8	18	18	21	10
Often	70	83	69	83	73	90	70	79	70	84
Seldom/Never	9	2	8	1	8	2	12	3	9	6
153. Information is learned primarily so it can be applied to real-life situations.										
Always	27*	12	37*	12	19	19	17	11	27	8
Often	65	80	59	83	73	77	70	74	65	79
Seldom/Never	8	8	4	5	8	4	13	15	8	13
66. Students learn best when new content and skills are related to their previous experiences.										
Always	59	57	64	62	59	58	53	48	59	56
Often	39	42	34	36	40	41	46	51	39	44
Seldom/Never	2	1	2	2	1	1	1	1	2	0

*p<.001

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Table CU-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
90. Students learn best when they begin with discrete skills and information rather than broad ideas.										
Always	18	14	20	14	17	15	15	10	18	22
Often	57	65	55	66	60	64	60	66	57	60
Seldom/Never	25	21	25	20	23	21	25	24	25	18
156. Content is integrated across subject boundaries to promote learning.										
Always	21*	9	32*	12	14	12	9	3	21	3
Often	62	71	62	80	62	61	62	60	62	76
Seldom/Never	16	20	6	8	24	27	29	37	16	21
101. Students learn best when they have some choice in the selection of materials and activities.										
Always	20*	11	24*	10	15	10	16	13	20	19
Often	60	71	60	75	61	72	60	69	60	59
Seldom/Never	20	18	16	15	24	18	24	18	20	22
125. Students learn best when a wide variety of activities are provided.										
Always	57*	43	69*	50	51*	35	43	35	57	36
Often	39	55	29	47	43	64	51	62	39	59
Seldom/Never	4	2	2	3	6	1	6	3	4	5
139. Given the opportunity, students will choose activities that are educationally worthwhile.										
Always	6*	1	8*	0	5	1	4	1	6	2
Often	69	68	76	72	61	67	61	65	69	57
Seldom/Never	25	31	16	28	34	32	35	34	25	41
Expectations										
52. All students are capable of higher-level learning.										
Always	16*	9	17*	7	14	9	16	13	16	5
Often	56	63	62	67	55	70	49	54	56	62
Seldom/Never	27	28	21	26	31	21	35	33	27	33

*p<.001

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Table CU-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
102. Teachers in this school expect students to learn.										
Always	74*	65	84*	73	73	72	61	48	74	54
Often	25	34	16	26	26	28	38	51	25	44
Seldom/Never	1	1	0	1	1	0	1	1	1	2
80. If teachers expect students to learn, students will learn.										
Always	34*	18	41*	20	34*	15	23	15	34	18
Often	57	77	53	77	55	77	64	76	57	76
Seldom/Never	9	5	6	3	11	8	13	9	9	6
How important is it for this school to help students acquire each of the following:										
21. Reading skills										
Always	95	93	97	97	94	92	91	88	95	90
Often	5	6	3	2	6	7	8	12	5	8
Seldom/Never	0	1	0	1	0	1	1	0	0	2
22. Factual knowledge and concepts in the subject area										
Always	78*	58	79*	65	70	56	68*	50	78*	49
Often	25	40	20	33	28	41	30	49	25	48
Seldom/Never	1	2	1	2	2	3	2	1	1	3
23. Positive attitudes toward learning										
Always	91*	86	96	92	89	81	84	77	91	79
Often	9	14	4	8	10	18	15	22	9	19
Seldom/Never	0	0	0	0	1	1	1	1	0	2
24. Friendliness and respect toward people of different races and religions										
Always	85*	70	89*	71	83	66	79	69	85	76
Often	14	28	10	27	16	33	19	28	14	22
Seldom/Often	1	2	1	2	1	1	2	3	1	2
25. A sense of self-worth										
Always	89	85	94*	88	88	81	83	83	89	86
Often	10	14	6	11	11	17	15	17	10	13
Seldom/Never	1	1	0	1	1	2	2	0	1	1

*p<.001

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Table CU-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
26. Critical thinking and reasoning skills										
Always	81*	68	84*	72	78	62	78	68	81*	57
Often	17	30	15	27	20	36	20	30	17	41
Seldom/Never	2	2	1	1	2	2	2	2	2	2
27. Independence and self-reliance										
Always	81*	69	86*	73	78	60	74	67	81	63
Often	18	30	14	25	21	38	24	32	18	35
Seldom/Never	1	1	0	2	1	2	2	1	1	2
28. Skills in evaluating information and arguments										
Always	68*	40	70*	41	65*	36	66*	44	68*	32
Often	29	52	27	51	31	54	32	51	29	60
Seldom/Never	3	8	3	8	4	10	2	5	3	8
29. Effective expression of opinions										
Always	68*	40	73*	40	64*	34	64*	45	68*	38
Often	29	54	25	53	32	58	33	52	29	56
Seldom/Never	3	6	2	7	4	8	3	3	3	6
30. Vocational skills										
Always	41*	27	35*	24	42	26	50	35	41*	20
Often	40	54	40	55	45	50	39	51	40	67
Seldom/Never	19	19	25	21	13	24	11	14	19	13
83. Teachers feel responsible for the social development of students										
Always	27*	9	37*	13	28*	7	13	4	27*	5
Often	57	71	56	74	60	79	58	62	57	71
Seldom/Never	16	20	7	13	12	14	29	34	16	24
67. Academic learning is a top priority at this school										
Always	49*	36	61*	44	46	43	33	26	49*	18
Often	44	57	37	53	49	51	53	65	44	60
Seldom/Never	7	7	7	3	5	6	14	9	7	22
138. There is pressure on teachers for students to get high scores on achievement tests.										
Always	14	20*	17	24*	10	13	10	14	14	29
Often	40	44	39	48	35	42	44	41	40	38
Seldom/Never	46	36	44	28	55	45	46	45	46	33

*p<.001

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Table CU-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
77. In this school, there is a lot of pressure on students to get good grades										
Always	11*	6	10*	7	11	7	11	4	11	8
Often	54	62	51	64	53	61	59	61	54	52
Seldom/Never	35	32	39	29	36	32	30	35	35	40
35. Teachers pressure students to get good grades										
Always	8	5*	7	6*	9	3	9	3	8	8
Often	51	70	45	71	53	73	58	69	51	70
Seldom/Never	41	25	48	23	38	24	33	28	41	22
127. Achievement is more important than effort for getting good grades in this school										
Always	12*	6	13	6*	9	4	10	9	12	5
Often	54	64	46	61	52	68	62	66	54	69
Seldom/Never	34	30	41	33	39	28	28	25	34	26

*p<.001

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Table CU-2
STUDENT SURVEY: CURRICULUM PERSPECTIVES

Percent of Students by Group and Level Responding Always, Often, Seldom, or Never to Statements Concerning Expectations for Learning

SURVEY ITEM	STOT		SELEM		SMID		SSEC		K-12	
	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR
Self-Expectations										
1. Do you expect to graduate high school?										
A.Definitely yes	85*	79	73*	70	85*	73	93*	90	85	80
B.Probably	11	14	20	19	11	21	5	7	11	13
C./D.I'm not sure/No	4	7	7	11	4	6	2	3	4	7
2.After high school, do you expect to go to college?										
A.Definitely yes	50*	31	52*	29	51*	32	49*	36	50*	23
B.Probably	25	24	27	26	27	26	23	22	25	23
C./D.I'm not sure/No	25	45	21	45	22	42	28	42	25	54
6. How much do you expect to learn in school this year?										
A.A lot	72*	61	85*	75	72*	64	62*	47	72*	54
B.Some	25	33	13	21	25	28	34	46	25	40
C./D.Not much/Very little	3	6	2	4	3	8	4	7	3	6
7. What is your favorite subject in school?										
A.Language Arts/Reading English	23*	25	21*	23	21*	23	26	24	23*	32
B./C.Mathematics/Science	60	53	66	54	59	52	56	58	60	33
D.Social Studies/History/ Geography	17	22	13	23	20	25	18	18	17	35
8. If you could choose one important goal for yourself, which of the following would be the most important one for you?										
A./C.To get along with other people/To become a better person	47*	33	38*	39	43*	33	55*	26	47*	35
B.To learn a lot about the subjects in school	18	28	29	23	21	29	10	35	18	21
D.To get a good job	35	39	33	38	36	38	35	39	35	44
Expectations for Me, Personally										
23. Teachers believe I can learn.										
Always	79*	72	88*	83	83*	73	71*	60	79	73
Often	17	22	9	13	13	18	24	34	17	20
Seldom/Never	4	6	3	4	4	9	5	6	4	7

*p<.001

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Table 2-S (cont)

SURVEY ITEM	STOT GSP	STOT MTR	SELEM GSP	SELEM MTR	SMID GSP	SMID MTR	SSEC GSP	SSEC MTR	K-12 GSP	K-12 MTR
75. Teachers expect me to learn.										
Always	72*	66	78*	74	75	73	66*	58	72*	60
Often	24	26	18	19	20	21	29	35	24	29
Seldom/Never	4	8	4	7	5	6	5	7	4	11
Achievement Pressure										
11. Teachers count how hard we try as part of our grade.										
Always	30*	23	44*	33	34*	20	19*	13	30	22
Often	44	43	39	40	45	40	47	45	44	49
Seldom/Never	26	44	17	27	21	40	34	42	26	29
37. Students who try hard in this school succeed.										
Always	51*	43	53	50	53*	40	48*	36	51*	43
Often	44	49	41	42	42	51	37	58	44	48
Seldom/Never	5	8	6	8	5	9	5	6	5	9
71. Teachers put a lot of pressure on us to learn.										
Always	22*	19	26	26	24	16	19*	12	22	20
Often	41	41	31	35	41	42	48	48	41	38
Seldom/Never	37	40	43	39	35	42	33	40	37	42
94. Nobody cares how hard you try in this school.										
Always	9	10*	12	15*	9	9	6	5*	9	11
Often	13	17	9	14	13	12	15	22	13	17
Seldom/Never	78	73	79	71	78	79	79	73	78	72

*p<.001

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Goal Attainment

> The goal attainment dimension refers to the ends of education that schools strive to achieve. Goals give direction to the educational enterprise, and the importance of particular goals and the extent to which they are achieved are significant considerations. The subdimensions include such factors as reading skills, factual knowledge, study skills, attitudes toward people of different races, religions, or cultures, sense of self-worth, respect for the rights of others, independence and self-reliance, ability to evaluate information, and effective expression of opinions. (Frymier, et al., 1984, pp.9-10)

Good Schools Project (GSP) teachers perceived their schools as attaining every item measured in this section at a level significantly more often ($p<.001$) than did the Middle Tennessee Rural (MTR) teachers. Students responded similarly on all but two of the items. On one, the difference was not significant at the accepted level, and, on an item not measured on the teacher survey, the difference was significant but favored the MTR students. Data related to goal attainment are presented in Table G-1 (Teacher Survey) and Table G-2 (Student Survey).

Five items on the teacher survey sought information related to the attainment of goals characterized as intellectual. Item 11 asked how effective the school is in helping students acquire reading skills. Figure G-1 shows the percent of teachers by group and level responding Always. The difference dramatically indicates that GSP teachers perceived their schools as meeting this goal much more frequently. Item 12 inquired about the effectiveness with which students are helped to acquire factual knowledge and concepts in the subject area. Figure G-2 shows the

Figure G-1

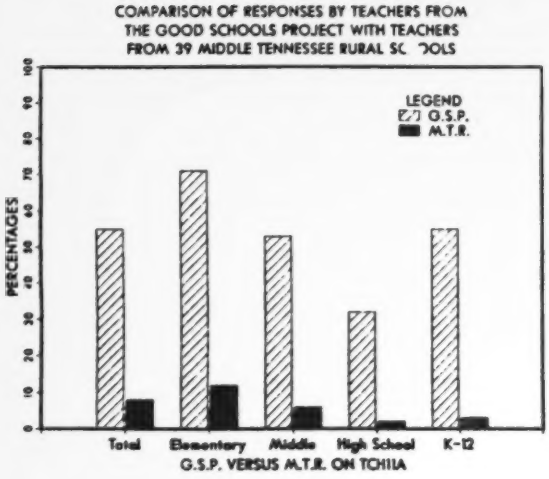


Figure G-2

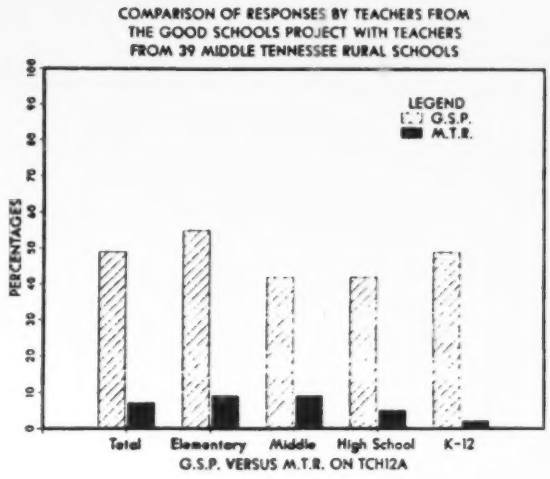


Figure G-3

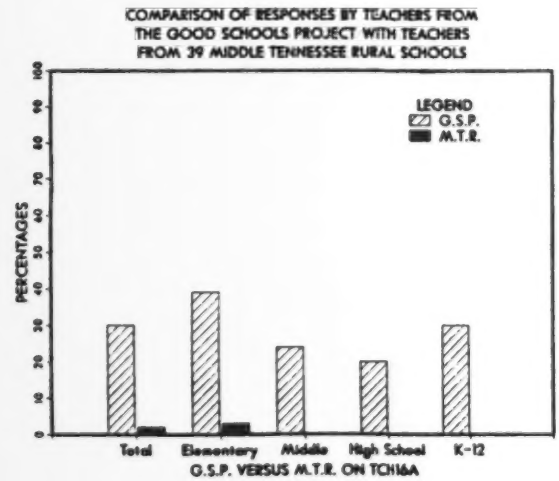
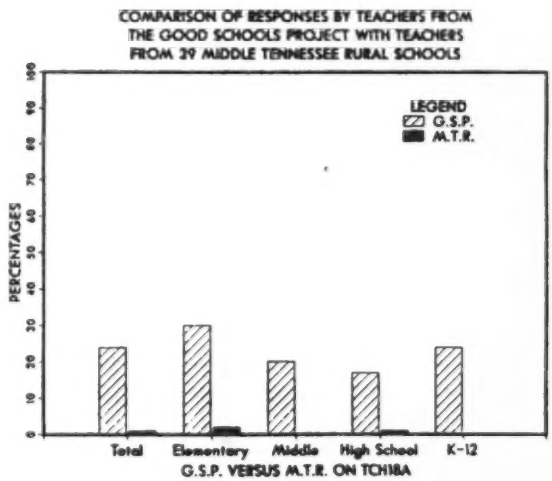


Figure G-4



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percent of teachers by group and level responding Always. Again, GSP teachers saw their schools as attaining this goal more often. The other three items were concerned with critical and higher order thinking skills. Items 16, 18 and 19 asked about critical thinking and reasoning skills, skills in evaluating information and arguments, about effective expression of opinions, respectively. Figures G-3, G-4, and G-5 show the percent of teachers by group and level responding Always to these items. These significant differences are consistent with data throughout the report related to critical thinking. MTR teachers did not perceive their schools as achieving these goals as frequently as did the GSP teachers.

The student survey also included five items on the attainment of intellectual goals. Three sought information on reading, one was on writing, and the last was on critical thinking. Item 29 asked if, in the school, students are taught reading skills. Figure G-6 shows the percent of students by group and level who answered Always. The difference for the total groups was not significant at the accepted level ($p<.001$). Item 43 asked if students in the school are taught to read for understanding. Figure G-7 shows the percent of students by group and level responding Always. The difference for the total groups is significant and favors GSP schools. Only a very slight difference was found between the two groups at the middle school level. Item 83 inquired whether or not students in the school are

Figure G-5

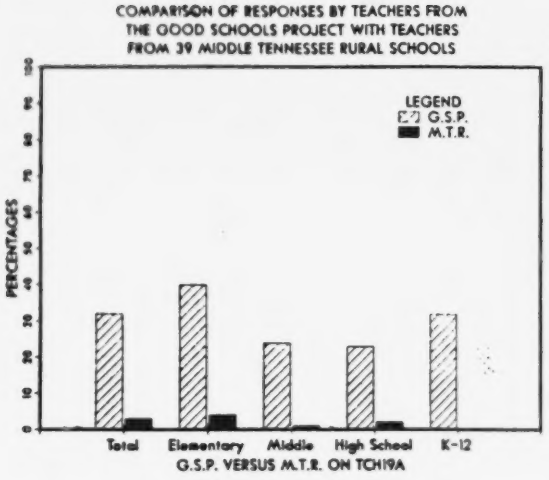


Figure G-6

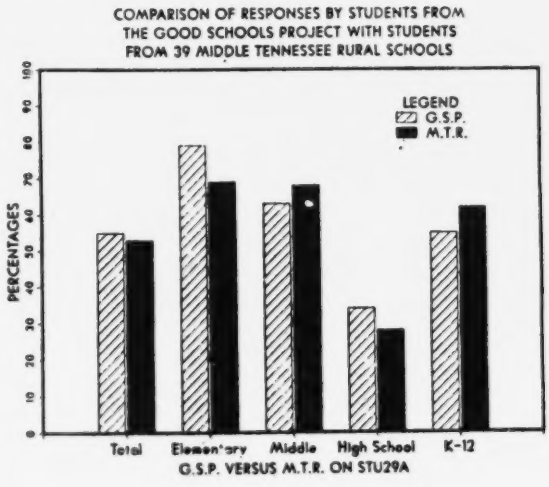


Figure G-7

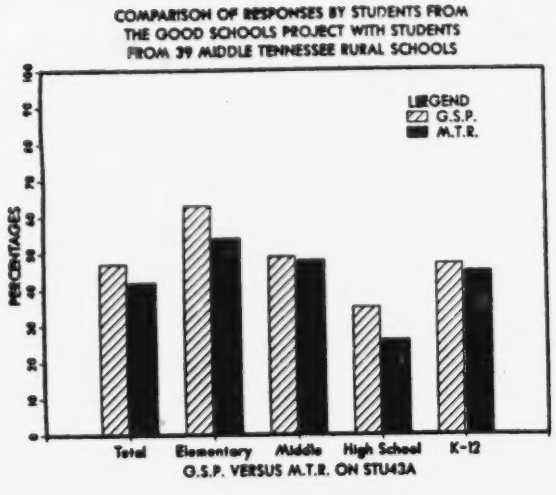
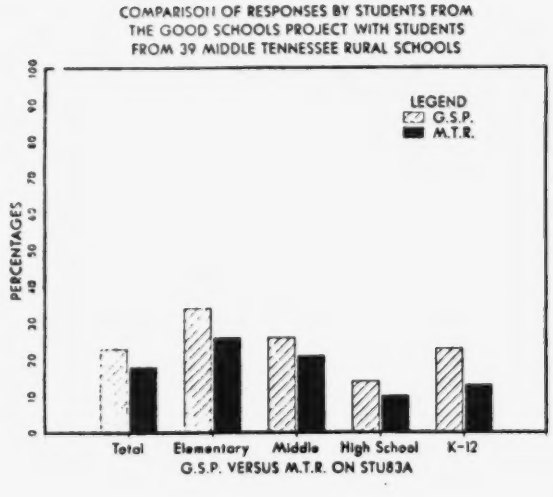


Figure G-8



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taught to read for enjoyment. Figure G-8 shows the percent of students by group and level who answered Always. Differences were significant at all levels and favored the GSP schools. Item 60 on the student survey asked if students are taught to write effectively in the school. Figure G-9 shows the percent of students by group and level answering Always. Item 40 sought information related to whether or not students are taught thinking and reasoning skills. Figure G-10 shows the percent of students by group and level responding Always. In both of these items, GSP students perceived their schools as attaining the goals at a higher level.

Item 20 on the teacher survey asked whether or not the school is effective in helping students acquire vocational skills. Figure G-11 shows the percent of teachers by group and level responding Always. GSP teachers perceived their schools as attaining this goal more frequently than did MTR teachers. There was no item related to vocational skills on the student survey.

Three items on the teacher survey sought information concerning goals related to personal development of students. Item 13 asked how effective the school is in helping students acquire positive attitudes toward learning. Figure G-12 shows the percent of teachers by group and level responding Always. Item 15 inquired about the school's effectiveness in helping students develop a sense of self-worth. Figure G-13 shows the percent of teachers by group and level responding Always. Item 17 asked whether or not

Figure G-9

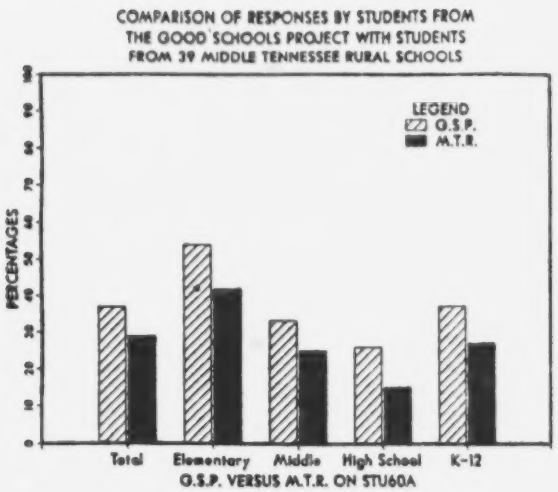


Figure G-10

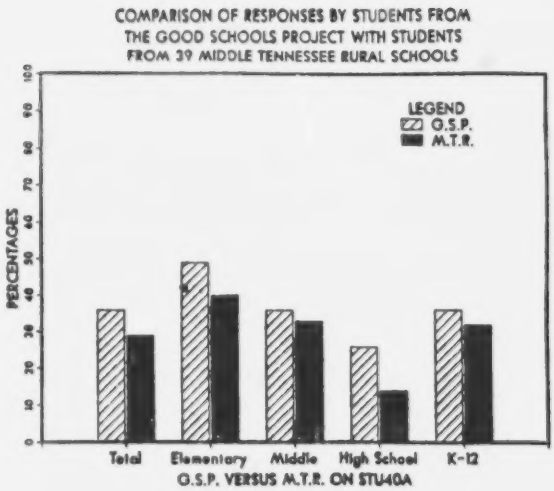


Figure G-11

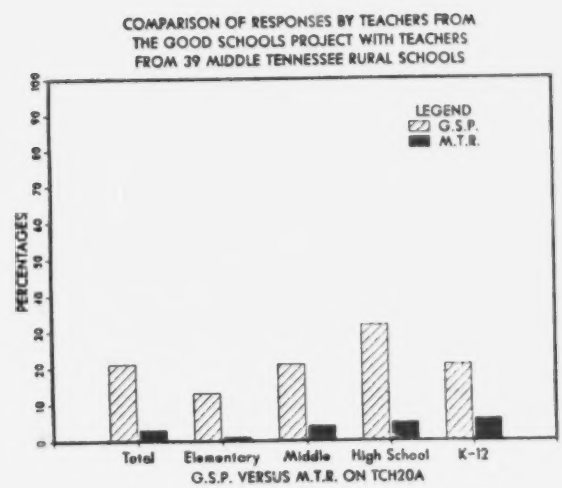
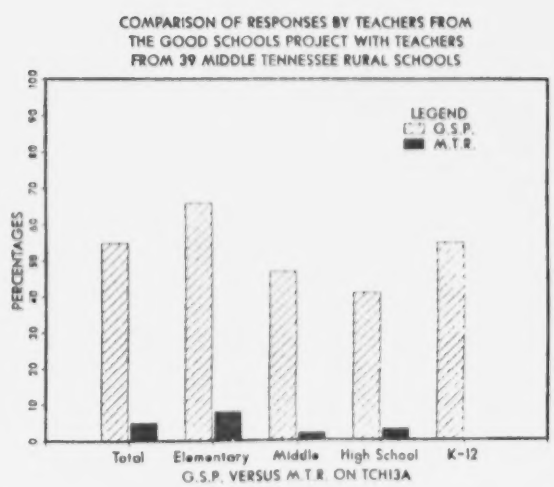


Figure G-12



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the school is effective in helping students develop independence and self-reliance. Figure G-14 shows the percent of teachers by group and level responding Always to this item. In all three cases, GSP teachers saw their schools as dramatically attaining these goals more frequently.

Two items on the student survey were concerned with personal development of the students. The first, Item 15, sought information related to whether or not the school teaches students how to study. Figure G-15 shows the percent of students by group and level who answered Always. The difference was significant and favored MTR schools at all levels except secondary, where the difference favored GSP schools. Item 92 asked if students in the school are taught to be independent and self-reliant. Figure G-16 shows the percent of students by group and level who responded Always. The difference was significant with GSP students indicating that their schools attained this goal more often.

One item on the teacher survey measured social development in students. Item 14 asked the extent to which the school helped students develop friendliness and respect toward people of different races and religions. Figure G-17 shows the percent of teachers by group and level responding Always. The data showed clearly that GSP teachers perceived their schools as meeting this goal at a significantly higher level than did the MTR teachers. Two items on the student survey focussed on social development. Item 36 asked if the

Figure G-13

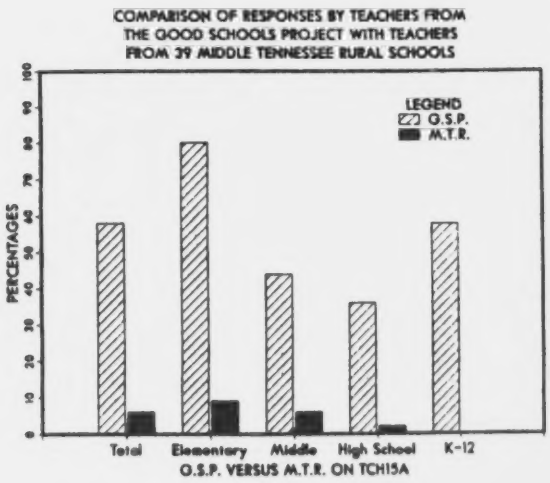


Figure G-14

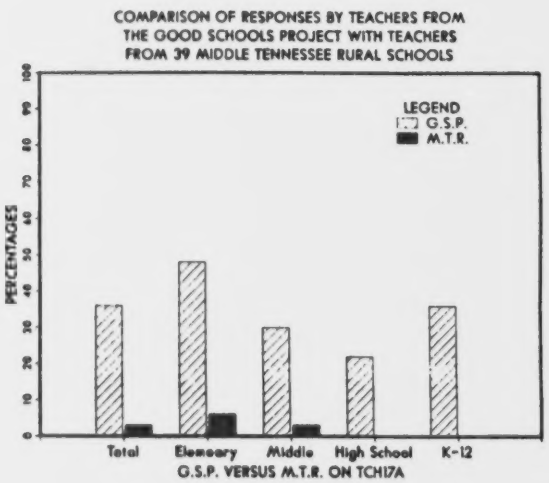


Figure G-15

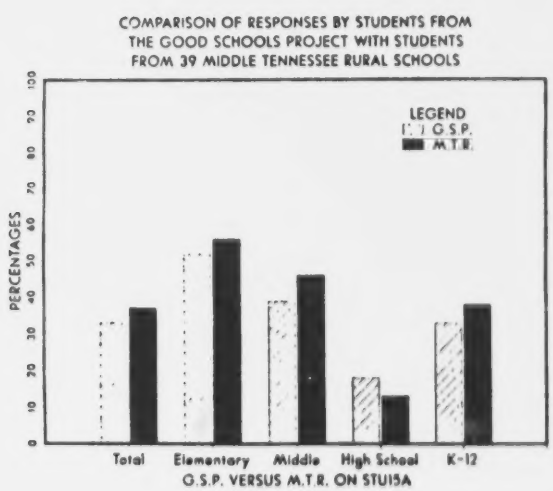
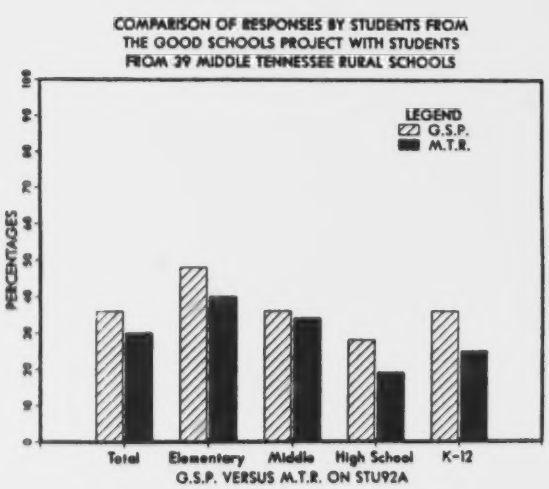


Figure G-16



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school taught them to respect the rights of other individuals and groups. Item 87 asked the degree to which the school teaches them to be friendly toward people of different races, religions, and cultures. Figures G-18 and G-19 show the percent of students by group and level responding Always to these two items. Data for the total groups significantly favor the GSP schools.

The last item, Item 111, on goal attainment included on the teacher survey was a general item asking the extent to which all students have a chance to do well in the school. Figure G-20 shows the percent of teachers by group and level responding Always. As in all the goal attainment items on the teacher survey, GSP teachers viewed their schools as attaining the goal at a significantly higher level than did the MTR teachers.

Conclusions and Recommendations

Differences between the two groups were consistently significant throughout this dimension. MTR students indicated that they were taught how to study more frequently than were GSP students. There was no significant difference found between the perceptions of the two student groups on how well they were taught reading skills. However, teachers differed on this goal, with GSP teachers perceiving attainment of the goal of teaching reading skills at a higher level than MTR teachers. On all other items, there was a significant difference, favoring GSP schools.

Several areas can be identfied in this dimension as ones to which MTR schools might give special attention in order to

Figure G-17

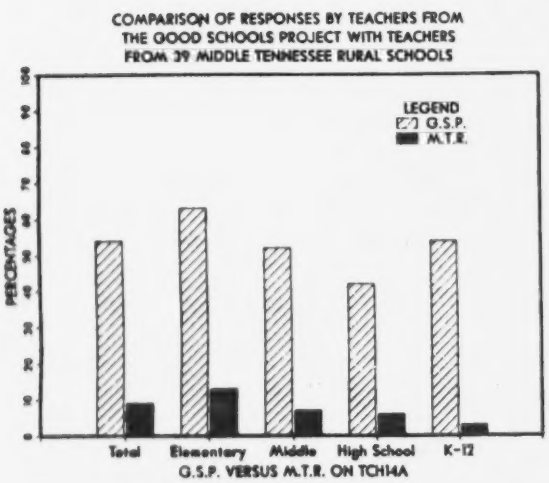


Figure G-18

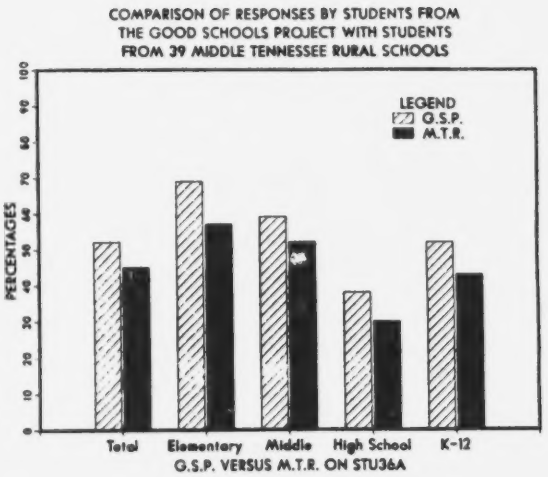


Figure G-19

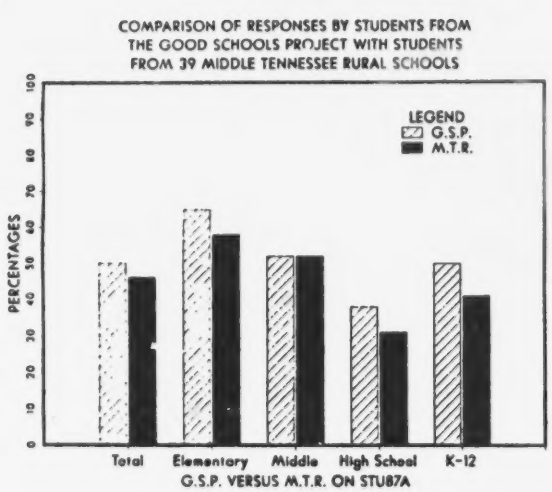
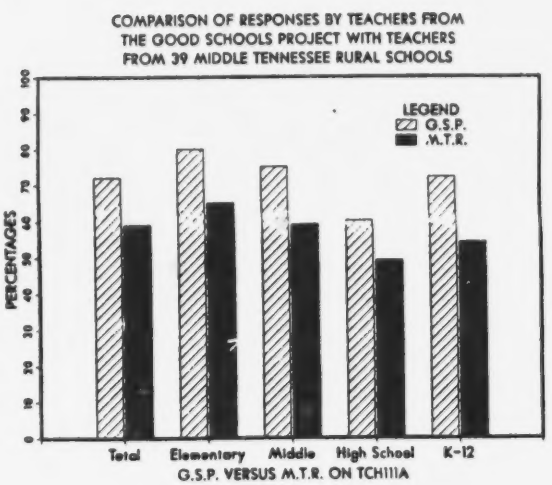


Figure G-20



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strengthen their programs. Throughout the data, the need for greater emphasis on critical thinking and reasoning is evident. This section also highlights needs in personal development of students. Helping students develop a sense of self-worth, positive attitudes toward learning, and independence and self-reliance are among the personal development needs seen. Differences related to social development, particularly those concerned with relations with others whose backgrounds are different from those of students in the region, merit attention. The need for greater emphasis on writing skills and learning to read for enjoyment are also evident.

When goals are not perceived as being met, the first logical step appears to be some systematic review, analysis, and evaluation of the school curriculum. On an instrument such as the one used in this study, based on perceptions of teachers and students, absence of clearly stated and well-understood objectives may make it difficult or impossible to tell whether or not school goals are being met. Teachers and students may substitute personal perceptions of what the school ought to attain rather than ones defined for the school. These are often highly idealistic, leaving them with a sense of the school's not having accomplished what it should have. This is offered, not to play down the differences found in these two groups, but to point up the need for school curricula that are appropriately developed, communicated to all concerned, and regularly evaluated.

A second evident need is that of a systematic plan of professional development for personnel in the MTR schools. A program of development that helps teachers and other professional staff develop greater competence in promoting critical thinking skills, using methods of teaching and evaluation which facilitate the development of positive attitudes toward learning, helping students develop positive self-images, and teaching students attitudes and interpersonal skills which help them function better in a multicultural, democratic society.

Table G-1
TEACHER SURVEY: GOAL ATTAINMENT

Percent of Teachers by Group and Level Responding Always, Often, Seldom, or Never to Statements Concerning Goal Attainment

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
How effective this school is in helping students acquire each of the following:										
Intellectual										
11. Reading skills										
Always	55*	8	71*	12	53*	6	32*	2	55*	3
Often	40	74	28	79	43	76	57	59	40	89
Seldom/Never	5	18	1	9	4	18	11	39	5	8
12. Factual knowledge and concepts in the subject area										
Always	49*	7	55*	9	42*	9	42*	5	49*	2
Often	49	83	44	81	56	84	54	86	49	87
Seldom/Never	2	10	1	10	2	7	4	9	2	11
16. Critical thinking and reasoning skills										
Always	30*	2	39*	3	24*	0	20*	0	30*	0
Often	58	49	55	55	60	52	60	41	58	37
Seldom/Never	12	49	6	42	16	48	20	59	12	63
18. Skills in evaluating information and arguments										
Always	25*	1	30*	2	20*	0	17*	1	25*	0
Often	58	46	57	50	55	48	62	40	58	43
Seldom/Never	17	53	13	48	25	52	21	59	17	57
19. Effective expression of opinions										
Always	32*	3	40*	4	24*	1	23*	2	32*	0
Often	56	55	52	57	58	62	60	52	56	44
Seldom/Never	12	42	8	39	18	37	17	46	12	56
Vocational										
20. Vocational skills										
Always	21*	3	13*	1	21*	4	32*	5	21	6
Often	42	34	40	20	37	34	48	54	42	52
Seldom/Never	37	63	47	79	42	62	20	41	37	41

*p<.001

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Table G-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
How effective this school is in helping students acquire each of the following:										
Personal										
13. Positive attitudes toward learning										
Always	55*	5	66*	8	47*	2	41*	3	55*	0
Often	40	68	32	73	46	70	50	67	40	54
Seldom/Never	5	27	2	19	7	28	9	30	5	46
15. A sense of self-worth										
Always	53*	6	66*	9	44*	6	36*	2	53*	0
Often	43	73	33	76	50	70	55	69	43	67
Seldom/Never	4	21	1	15	6	24	9	29	4	33
17. Independence and self-reliance										
Always	37*	3	48*	6	30*	3	22*	0	37*	0
Often	52	61	47	67	54	51	59	54	52	57
Seldom/Never	11	36	5	27	16	46	19	46	11	43
Social										
14. Friendliness and respect toward people of different races and religions										
Always	54*	9	63*	13	52*	7	42*	5	54*	3
Often	38	62	32	64	40	70	46	56	38	54
Seldom/Never	8	29	5	23	8	23	12	39	8	43
General										
111. All students have a chance to do well in this school.										
Always	72*	59	80*	65	75*	59	60	49	72	54
Often	27	38	19	33	24	39	38	47	27	41
Seldom/Never	1	3	1	2	1	2	2	4	1	5

*p<.001

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Table G-2
STUDENT SURVEY: GOAL ATTAINMENT

Percent of Students by Group and Level Responding Always, Often, Seldom, or Never to Statements Concerning Goal Attainment

SURVEY ITEM	STOT GSP	STOT MTR	SELEM GSP	SELEM MTR	SMID GSP	SMID MTR	SSEC GSP	SSEC MTR	K-12 GSP	K-12 MTR
Intellectual										
29. In this school, we are taught reading skills.										
Always	55	53	79*	70	63	68	34*	29	55	62
Often	27	30	17	25	27	26	35	36	27	25
Seldom/Never	18	17	4	5	10	6	31	35	18	13
43. In this school, we are taught to read for understanding.										
Always	47*	42	63*	54	49	48	35*	26	47	45
Often	39	40	30	33	39	38	46	49	39	39
Seldom/Never	14	18	7	13	12	14	19	25	14	16
83. In this school, we are taught to read for enjoyment.										
Always	23*	18	34*	26	26	22	14*	10	23*	13
Often	41	39	40	39	43	40	41	36	41	45
Seldom/Never	36	43	26	35	31	38	45	54	36	42
60. In this school, we are taught how to write effectively.										
Always	37*	29	54*	42	33	25	26*	15	37*	27
Often	41	39	34	36	42	42	46	44	41	35
Seldom/Never	22	32	12	22	25	33	28	41	22	38
40. In this school, we are taught thinking and reasoning skills.										
Always	36*	29	49*	40	36	33	26*	14	36*	32
Often	44	40	38	37	43	40	48	45	44	37
Seldom/Never	20	31	13	23	21	27	26	41	20	31
Personal										
15. In this school, we are taught how to study.										
Always	33	37*	52	56	39	46	18*	13	33	38
Often	34	31	30	27	35	31	36	36	34	34
Seldom/Never	33	32	18	17	26	23	46	51	33	28

*p<.001

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Table G-2 (cont)

SURVEY ITEM	STOT GSP	STOT MTR	SELEM GSP	SELEM MTR	SMID GSP	SMID MTR	SSEC GSP	SSEC MTR	K-12 GSP	K-12 MTR
92. In this school, we are taught to be independent and self-reliant.										
Always	36*	30	49*	40	36	34	28*	19	36*	25
Often	47	46	39	38	47	47	53	55	47	47
Seldom/Never	17	24	13	22	17	19	19	26	17	28
Social										
36. In this school, we are taught to respect rights of other individuals and groups.										
Always	52*	45	69*	57	59	52	38*	30	52*	43
Often	32	33	24	26	28	33	39	42	32	37
Seldom/Never	16	22	7	17	13	15	23	29	16	20
87. In this school, we are taught to be friendly toward people of different races, religions and cultures.										
Always	50*	45	65*	58	52	52	38*	31	50*	41
Often	30	29	23	24	29	29	35	33	30	33
Seldom/Never	20	26	12	18	19	19	27	36	20	26

*p<.001

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Classroom Practices

> The classroom practices dimension refers to actual practices that take place which indicate how students attain the goals of education that are deemed to be important. Subdimensions include such factors as opportunities for critical thinking, student choice options, use of classroom time, homework, evaluation of student learning, availability of instructional materials and supplies, use of textbooks, extent to which cooperation in learning is encouraged or allowed, the nature and degree of individualized instruction, and instructional practices. (Frymier, et al., 1984, p. 10)

Significant differences ($p<.001$) were found between Good Schools Project (GSP) and Middle Tennessee Rural (MTR) teacher responses on all items in the section related to classroom practices. The same was found on all student response items in the subdimensions of critical thinking, availability of instruction materials and supplies, homework, individualization, instructional practices, use of textbooks, and cooperation and learning. Significant differences were found in three of four items in the subdimension of use of classroom time, and in two of five items in the subdimension of student choice options. Clearly, both teachers and students perceive classroom practices to be different in the two settings. Data related to classroom practices are presented in Table CP-1 (Teacher Survey) and Table CP-2 (Student Survey).

Critical thinking was a recurring area of difference throughout all of the data gathered. Rural (MTR) teachers in this sample did not indicate that they perceive it as being as important, do not encourage it as much, and do not

perceive their schools as attaining it to the same degree as the Good Schools Project (GSP) teachers. Student perceptions were similar.

In the classroom practices dimension, teachers responded to three items related to critical thinking. Item 32 in the survey asked the degree to which teachers encourage students to disagree with them. Figure CP-1 shows the percent of teachers by group and level responding Always. Only 3% of the total group of MTR teachers gave this response, whereas, sixteen percent of the total group of GSP teachers gave it. Slight differences existed from level to level, but the pattern was relatively similar for both the MTR teachers and the GSP teachers. Item 58 in the survey inquired about the degree to which teachers encourage students to examine different points of view rather than to expect a right answer. Figure CP-2 shows the percent of teachers by group and level responding Always. Five percent of the MTR teachers indicated this response; 20% of the GSP teachers indicated it. Twenty-four percent of the MTR teachers in comparison to 12% of the GSP teachers indicated that they seldom or never encouraged students to examine different points of view. Differences from level to level were relatively low. Item 74 asked the degree to which students are encouraged to raise questions about what they are studying. Figure CP-3 shows the percent of teachers by group and level responding Always. The percentage of each group giving this response was much higher.

Figure CP-1

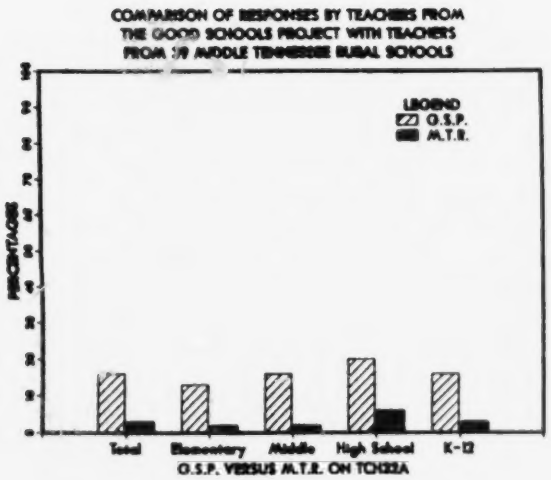


Figure CP-2

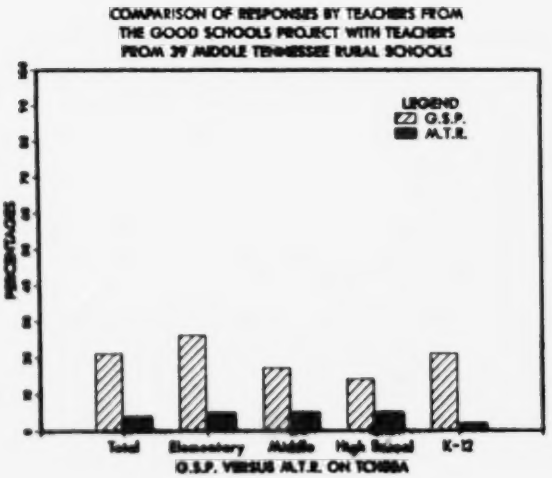


Figure CP-3

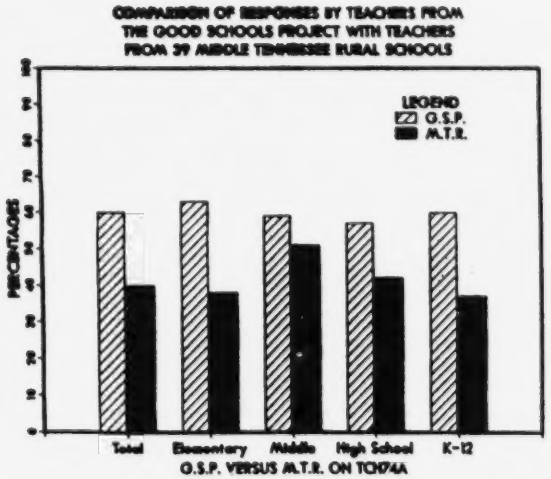
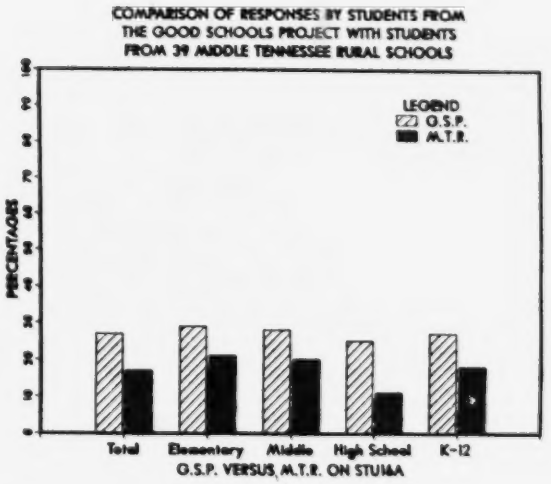


Figure CP-4



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However, a similar pattern of differences (MTR- 40%; GSP-60%) was found for the two groups studied.

Students responded to seven items related to critical thinking. Again, significant differences at the .001 level were found for each item. Item 16 inquired about the degree to which teachers asked students to explain how they arrive at answers. Figure CP-4 shows the percent of students by group and level responding Always. Significant differences existed at all levels, with GSP students showing the higher percentage. Item 28 asked whether or not students are encouraged to question what's in from the book. Figure CP-5 shows the percent of students by group and level responding Always. Differences were significant for the total group but not for elementary and middle school levels. Significant differences were attributable primarily to the high school and favored GSP students. Item 41 was similar, measuring the extent to which students perceive themselves as encouraged to raise questions about what they were studying. Figure CP-6 shows the percent of students by group and level responding Always. Again, elementary students did not show a significant difference. GSP students indicated higher proportions for all other levels on this item.

Item 74 asked the degree to which students perceive teachers as encouraging them to examine different points of view rather than just to find the right answer. Figure CP-7 shows the percent of students by group and level responding Always. Differences were highly significant at all levels,

Figure CP-5

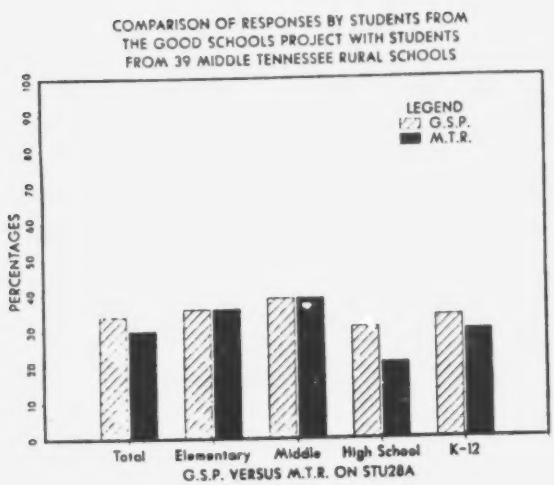


Figure CP-6

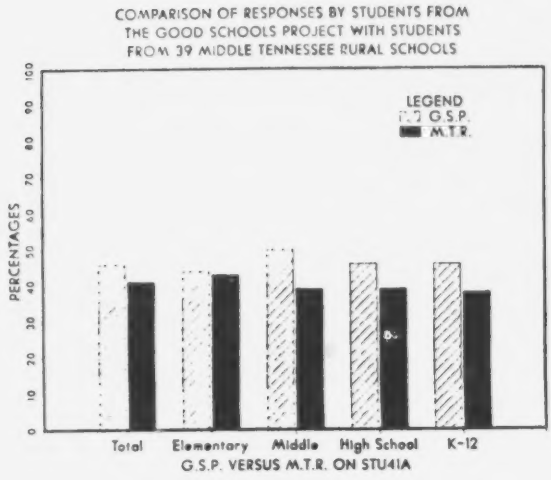


Figure CP-7

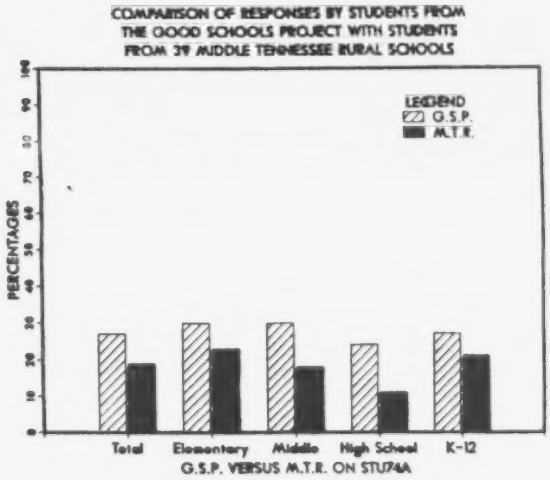
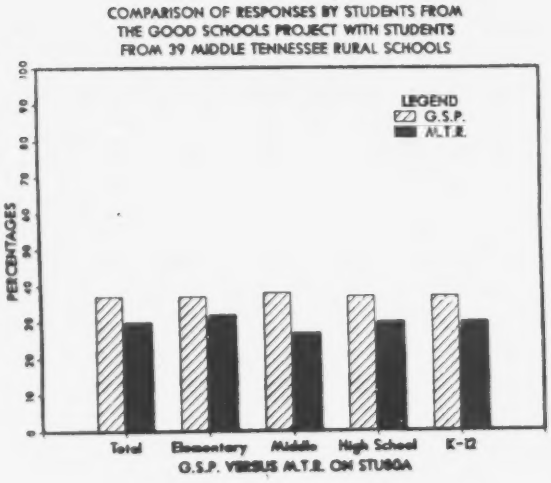


Figure CP-8



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with MTR students indicating they were not encouraged to the same degree as GSP students. Item 80 asked students the degree to which they are free to question or disagree with their teachers. Item 90 inquired about the extent to which they are free to express opinions in class. Figure CP-8 and Figure CP-9 show the percent of students by group and level who responded Always. All group differences were significant and indicated that GSP students perceived themselves as freer to question, disagree, and express opinions. Item 96 asked the degree to which students spend a lot of time memorizing things. Figure CP-10 shows the percent of students by group and level who responded Seldom/Never. In this study, MTR students perceived themselves as spending less time on memorization than the GSP students.

Item 10 on the survey asked teachers about the amount of time they expect students to spend on homework each day. Figure CP-11 shows the percent of teachers by group and level who indicated that they expect an amount exceeding 30 minutes. A significantly greater proportion of MTR teachers expected students to do greater amounts of homework than the GSP teachers. As shown by the graph, this was primarily evident at the elementary school level. Middle and secondary schools did not show this pattern. Item 5 on the student survey addressed the homework question. Figure CP-12 shows the percent of students by group and level responding None/Less than 30 minutes. Elementary students in MTR schools perceived themselves as required to do more

Figure CP-9

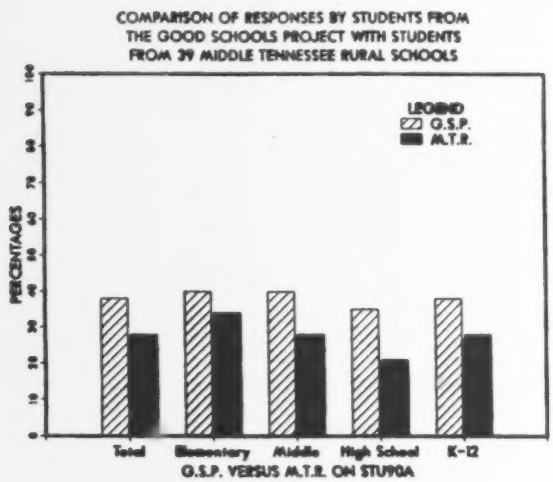


Figure CP-10

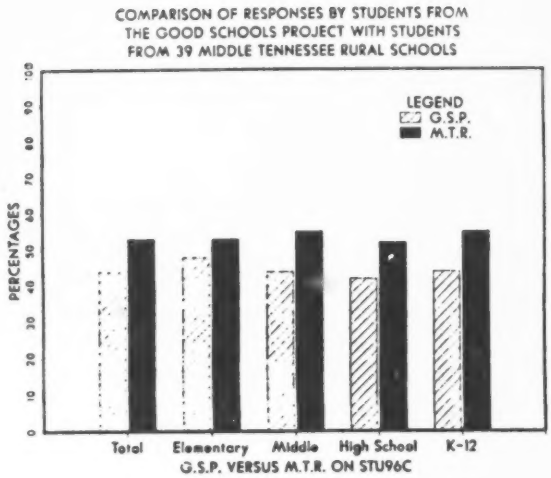


Figure CP-11

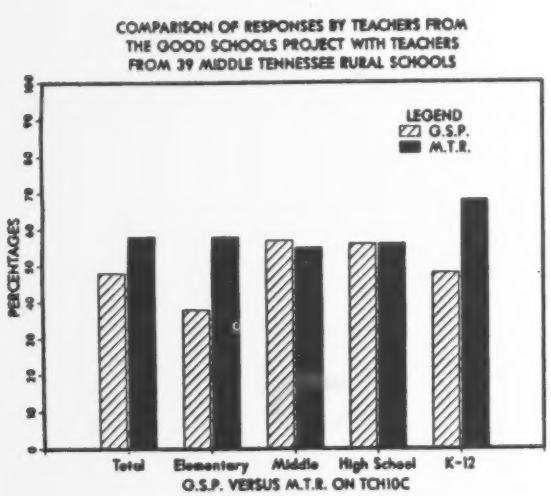
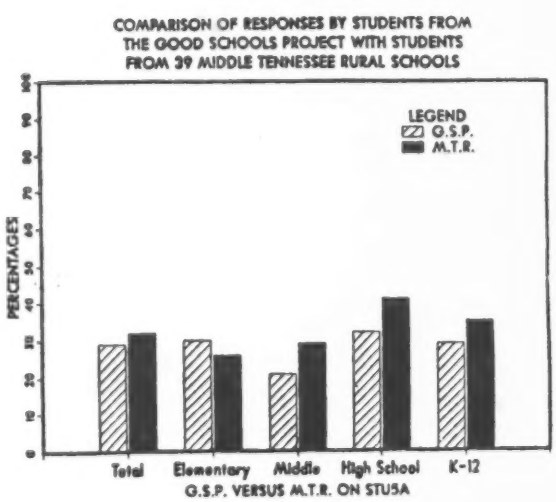


Figure CP-12



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homework, while those in other levels perceived themselves as doing less homework than students in GSP schools.

Item 106 in the survey for teachers sought data related to use of the textbook as the primary source of information. Differences between the groups were generally significant. MTR teachers indicated a higher level of dependence on textbooks. Figure CP-13 shows the percent of teachers by group and level responding Seldom/Never. Item 47 in the student survey was related to the use of textbooks. Figure CP-14 shows the percent of students by group and level responding Seldom/Never. MTR students, just as did the teachers, perceived their schools to rely more heavily upon textbooks than did the GSP students.

Three items on the teacher survey asked about tests and the use teachers made of test results. Item 53 was concerned with the degree to which results from standardized tests were used for making instructional decisions. Figure CP-15 shows the percent of teachers by group and level responding either Always or Often. Although the difference in the groups was significant, it was seen primarily at the middle school level. More GSP teachers than MTR teachers used standardized test results for instructional purposes at all levels except the high school. Item 98 addressed the degree to which tests given students accurately reflect the school's goals and objectives. Figure CP-16 shows the percent of teachers by group and level responding Always. Clearly significant differences existed between the two groups at all levels, with GSP teachers perceiving their

Figure CP-13

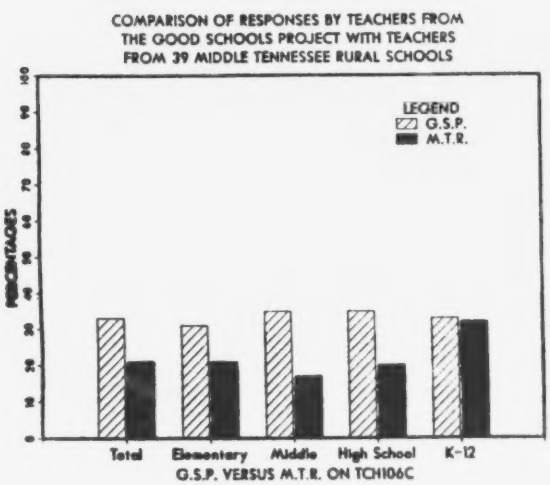


Figure CP-14

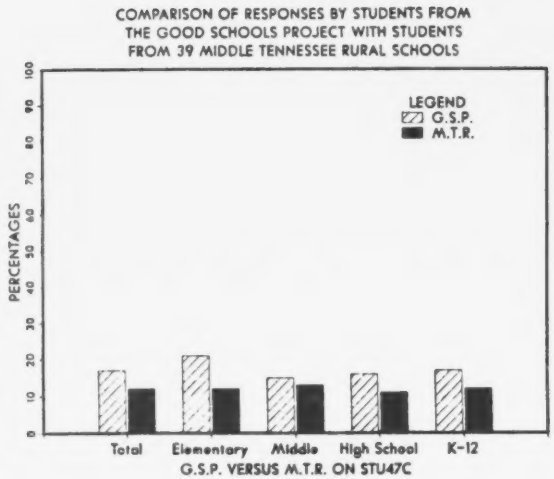


Figure CP-15

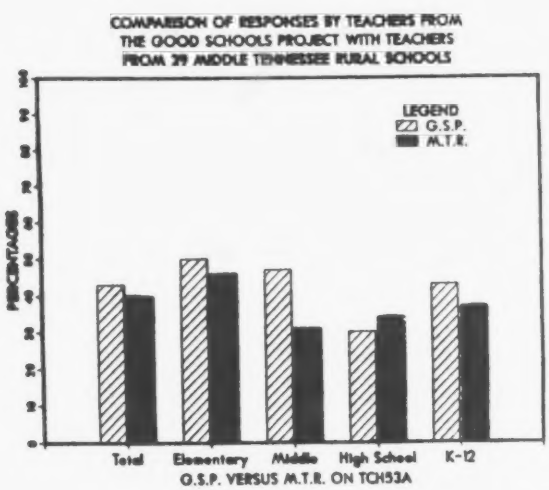
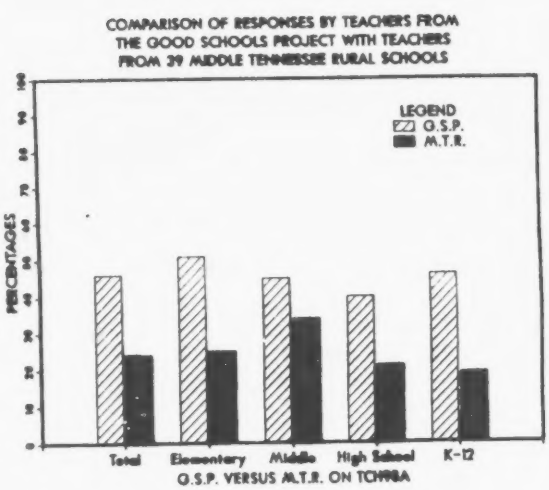


Figure CP-16



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tests to more accurately reflect their goals and objectives than did the MTR teachers. Item 109 asked the degree to which subjects use teacher-made tests for instructional decisions. Figure CP-17 shows the percent of teachers by group and level responding Always. Significant differences showing higher percentages for GSP teachers existed at all levels except the middle school.

Two items in the teacher survey dealt with the use of classroom time. Item 38 asked the degree to which most classes are well-organized, with little wasted time. Figure CP-18 presents the percent of teachers by group and level responding Always. Significant differences were evident at all levels, with GSP teachers perceiving their classes to be better organized and to have less wasted time. Item 157 asked the degree to which class time was spent on academic activities. Figure CP-19 shows the percent of teachers by group and level responding Always. Differences favoring the GSP group were found at all levels except the middle school.

Four items on the student survey dealt with use of classroom time. Item 9 asked how most of their class time is spent. Figure CP-20 shows the percent of students by group and level responding Listening to the teacher talk with the whole group. Clearly, students in both groups perceived themselves as spending most of their time listening to the teacher talk. MTR students, however, responded this way more frequently than did the GSP students. Item 31 inquired about whether or not the class is well organized and wastes little time. Figure CP-21

Figure CP-17

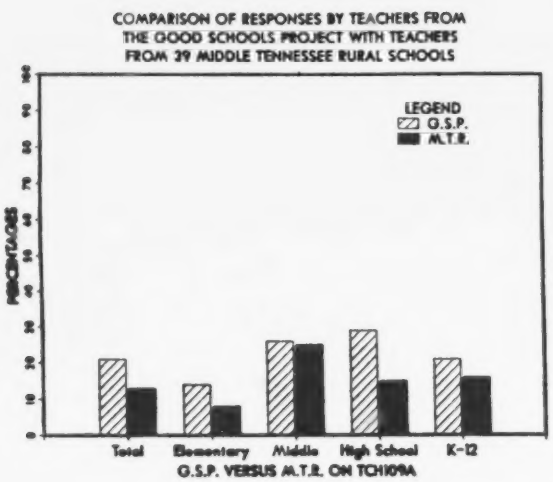


Figure CP-18

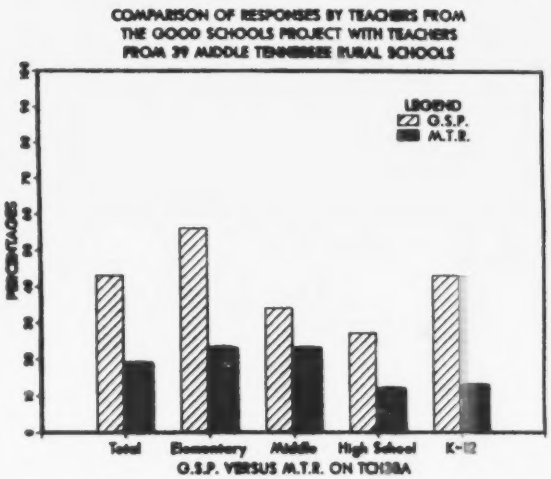


Figure CP-19

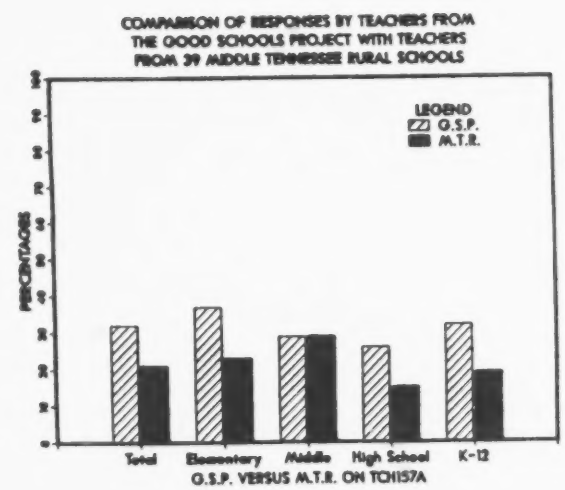
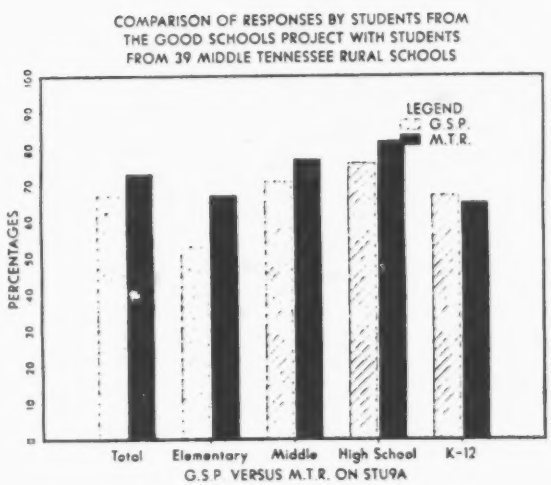


Figure CP-20



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shows the percent of students by group and level who answered Seldom/Never. MTR students, at all levels except elementary, saw their classes as less well organized and as wasting more time. This was consistent with the teacher observations. Item 77 asked the extent to which students fool around in class. Figure CP-22 shows the percent of students by group and level who responded Often. MTR students gave this answer significantly more often than GSP students. The same pattern existed for those answering Always. Item 81 on the student survey looked at whether or not students have sufficient time in class to complete assignments. Figure CP-23 shows the percent of students by group and level responding Always. The difference between the totals for the two groups was not significant ($p<.001$). Elementary and middle level students in MTR schools indicated a lower incidence of sufficient time to complete work.

The degree to which teachers individualize instruction was measured in Item 96. Figure CP-24 shows the percent of teachers by group and level responding Always. Clearly, GSP teachers indicated more frequent attention to individual instructional needs of students. This question was reversed in Item 24 for the student survey, asking the extent to which everyone works on the same thing in class. Figure CP-25 shows the percent of students by group and level responding Always. Consistent with the teacher reponse, students in MTR schools indicated less individualization than those in GSP schools.

Figure CP-21

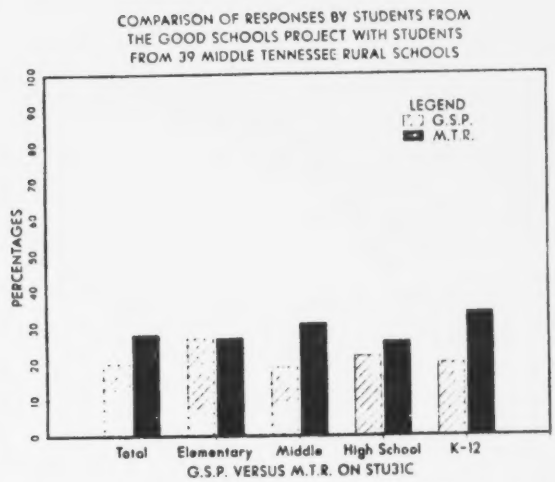


Figure CP-22

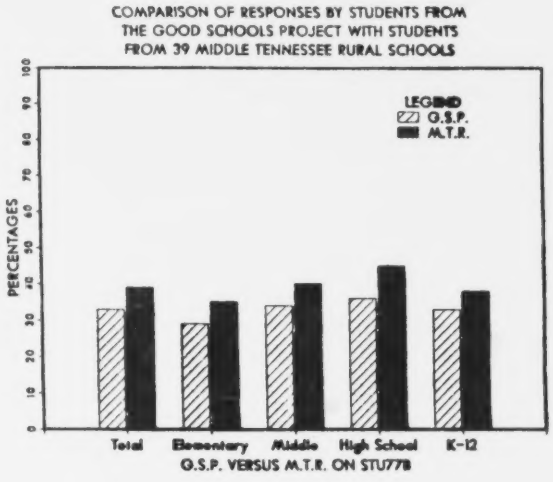


Figure CP-23

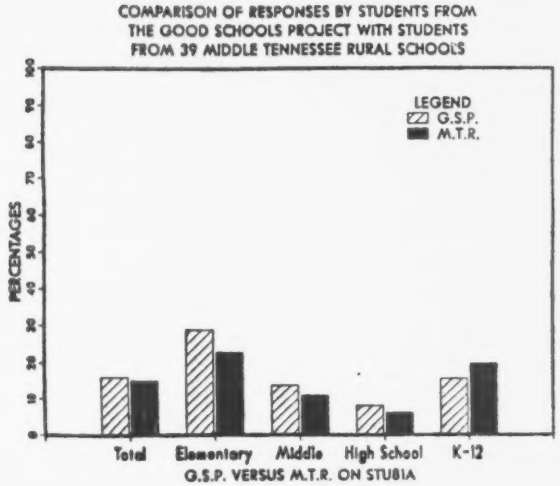
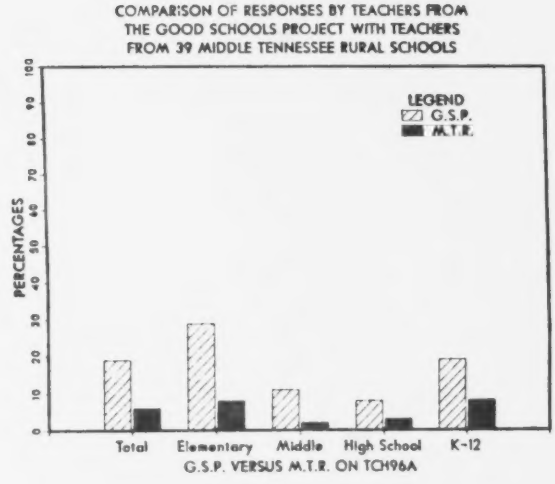


Figure CP-24



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Three items in the teacher survey looked at student choice options in the schools. Figures CP-26, CP- 27, and CP-28 show the percent of teachers responding Always to each of the respective items. Differences on these items for the total groups were significant at the .001 level but were not as great as on many of the other items. In most instances, GSP teachers allowed students more options. There were three exceptions to this pattern, one on each of the items. MTR K-12 school teachers perceived themselves as allowing students greater choice in the selection of curriculum materials than did the GSP teachers; MTR middle school teachers perceived themselves as allowing greater freedom in the selection of learning activities; and MTR high school teachers perceived themselves as permitting students to choose project activities more often.

Five items focussed student options on the student survey. Three of these--Items 32, 49, and 52--did not show a significant difference for the total groups. The percent of students responding Always for each of these items is shown in Figures CP-29, CP-30, and CP-31. The percentages for both groups at all levels were quite low for this response, indicating that neither group allowed extensive choice with respect to amount of time for assignments, selection of instructional materials, or what was to be studied. Significant differences were found on the other two items. Item 72 asked about the extent to which students are encouraged to study topics that interest them. Figure CP-32 shows the percent of students by group and level

Figure CP-25

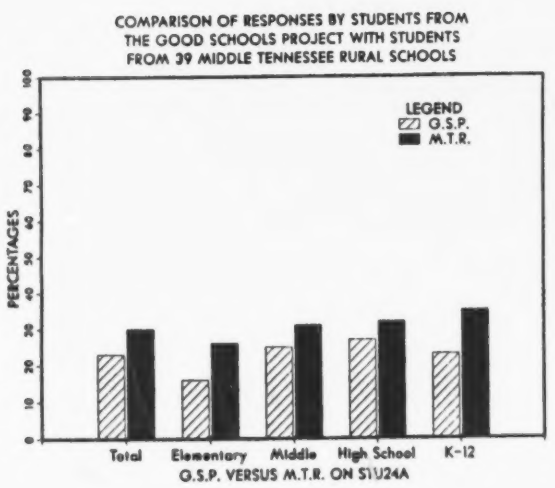

Figure CP-26

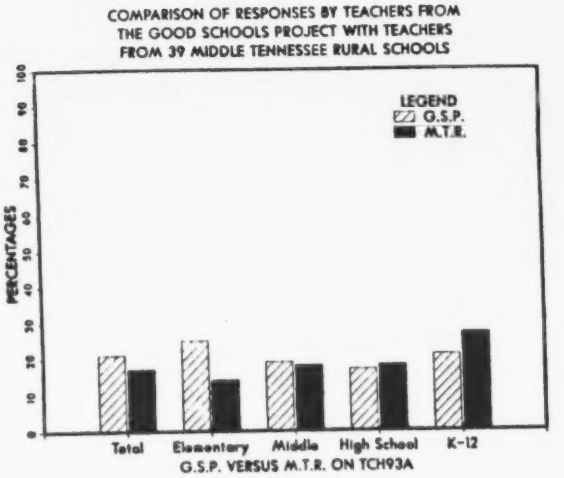

Figure CP-27

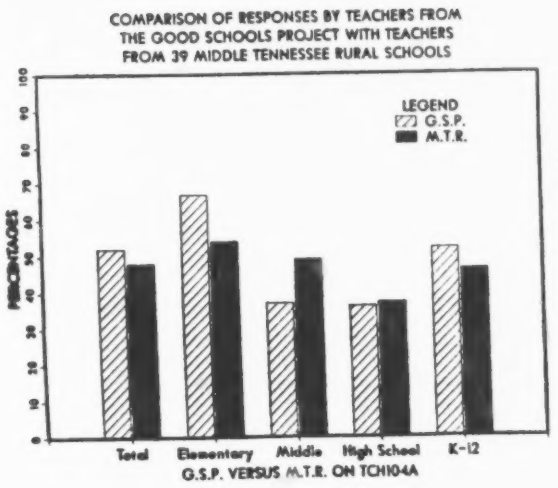

Figure CP-28

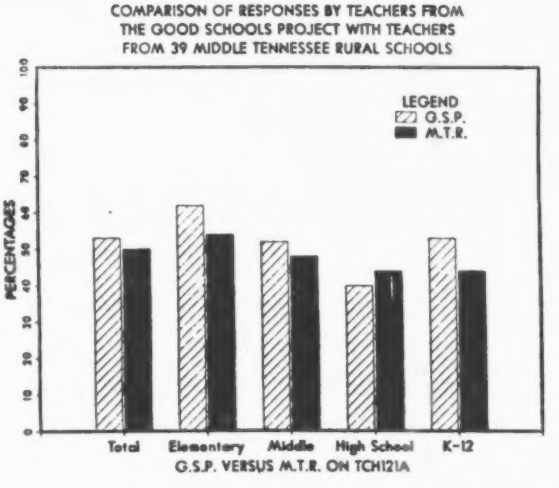

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Figure CP-29

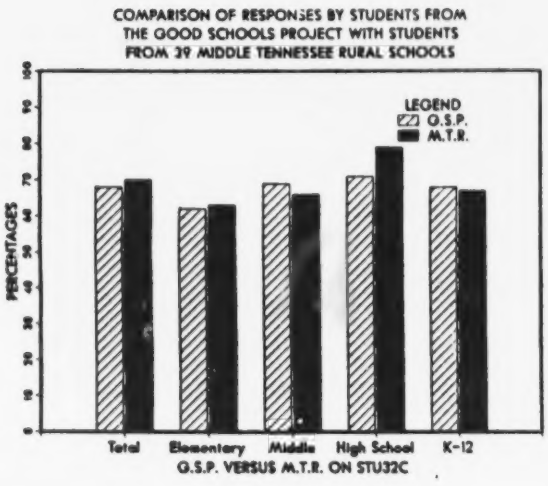


Figure CP-30

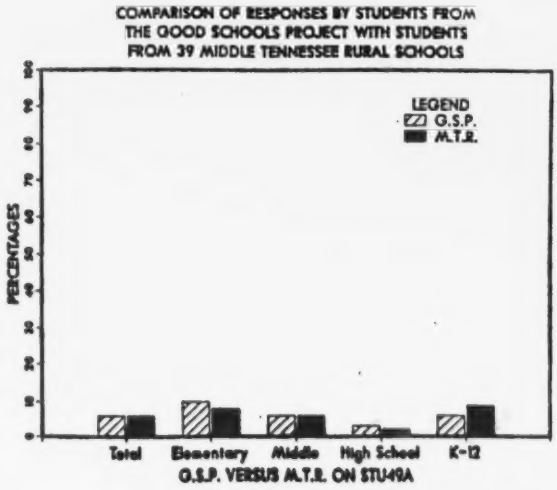


Figure CP-31

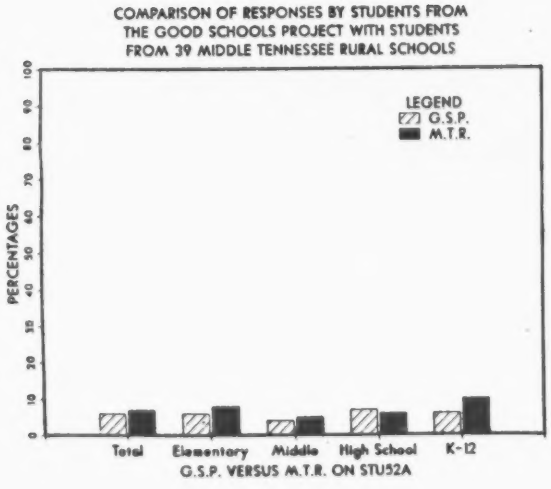
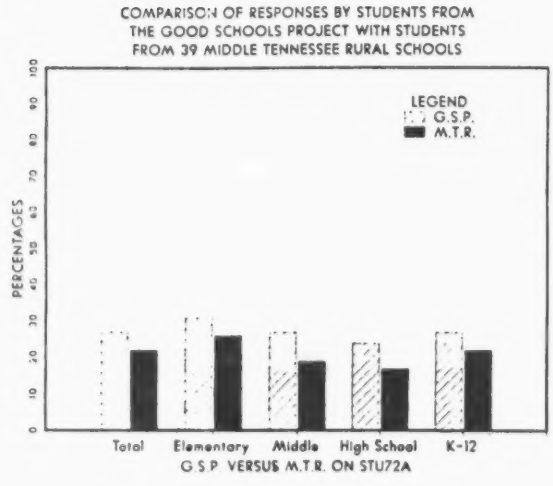


Figure CP-32



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responding Always. GSP students at all levels perceived their teachers as encouraging them to spend time on subjects personally interesting to them more often than did the MTR students. Item 76 asked whether or not students are allowed to do projects rather than written assignments. Figure CP-33 shows the percent of students by group and level responding Seldom/Never. MTR students indicated that they are given this option less frequently than did the GSP students. This was inconsistent with the perceptions of MTR high school teachers above who perceived themselves as allowing it more often.

Perceived availability of instructional materials and supplies was a major area of difference in the groups. Item 97 asked the degree to which curriculum materials available are appropriate for the students. Item 133 asked whether or not audio-visual materials are available when needed. Item 151 asked if school supplies were readily available for classroom use. Figures CP-34, CP-35, and CP-36, show the percent of teachers by group and level responding Always for each of the respective items. MTR teachers clearly perceived themselves to have much less adequate access to instructional resources than did the GSP teachers. These differences were perceived similarly by students. Item 67 asked students the degree to which they use different kinds of materials in class. Figure CP-37 shows the percent of students by group and level responding Always. Again, GSP students perceived their programs as making available a greater number of resources.

Figure CP-33

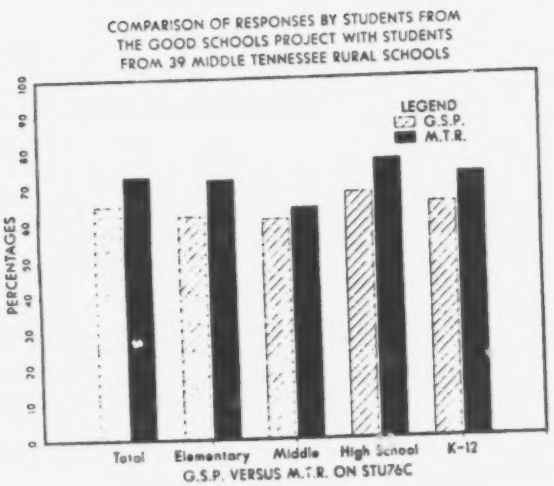
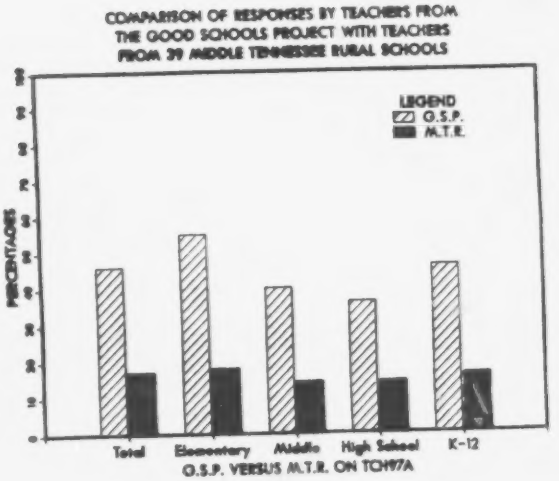


Figure CP-34



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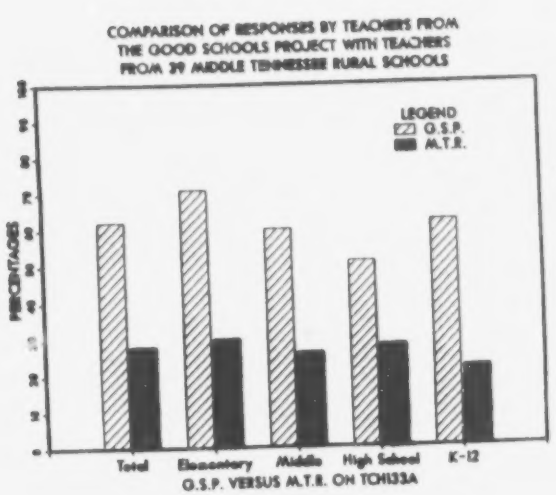
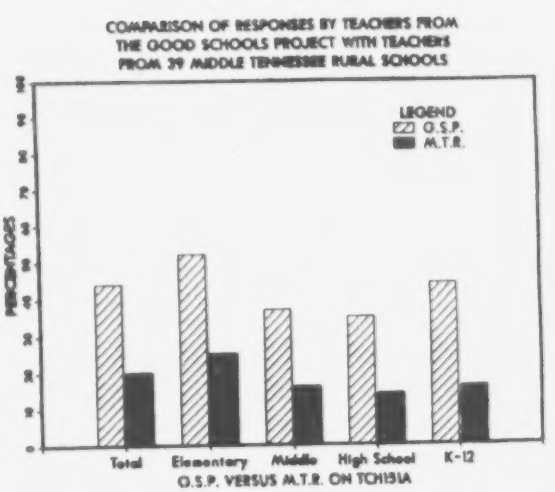


Figure CP-36



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Two items on the student survey asked about grades and grading practices. Item 4 asked students about their own grades. Figure CP-38 shows the percent of students by group and level responding A. Differences vary by level for the groups, with elementary GSP students and secondary MTR students indicating higher proportions of A's. Closer analysis of the data shows that MTR students, as a whole, tended to indicate slightly lower grades than GSP students. Item 82 asked whether or not students get the grades they deserve. Figure CP-39 shows the percent of students by group and level responding Always. GSP students perceived themselves to be graded fairly more often than MTR students.

The student survey included five items related to instructional practices. Item 34 asked whether or not assignments are interesting. Figure 40 shows the percent of students by group and level responding Seldom/Never. Clearly significant differences were found at the elementary and secondary levels, and a slight difference was present at the middle school level. GSP students perceived their assignments as interesting more frequently than did MTR students. Item 48 asked the degree to which teachers try to explain things in terms of other things students already know. Figure CP-41 shows the percent of students by group and level responding Always. Generally, students in GSP schools perceived their teachers as using past learning to explain new learning more frequently. Item 57 inquired about whether or not assignments are too hard for students. Figure CP-42 shows the percent of students by group and

Figure CP-37

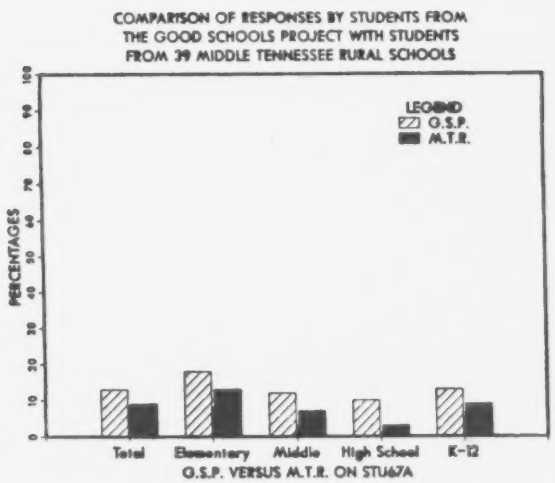
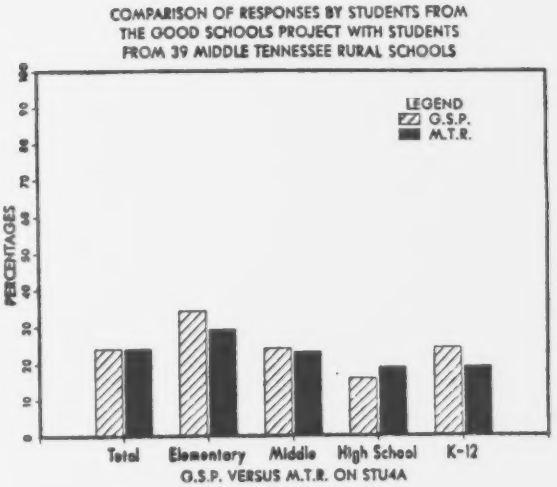


Figure CP-38



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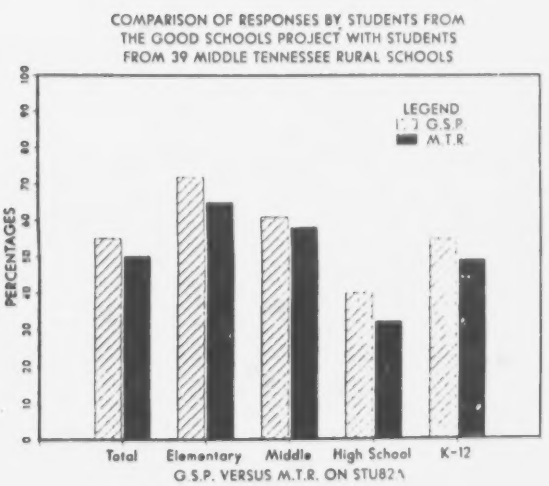

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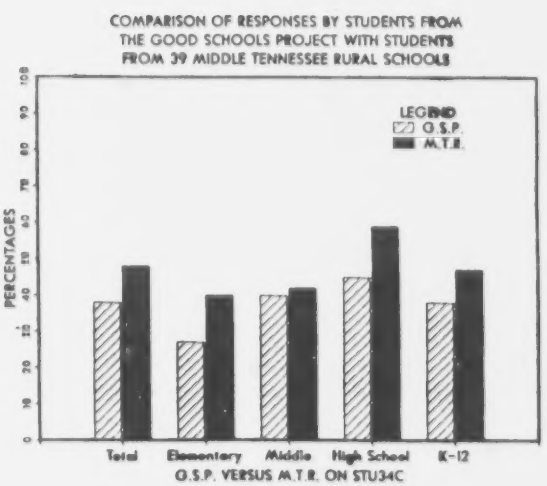

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Figure CP-41

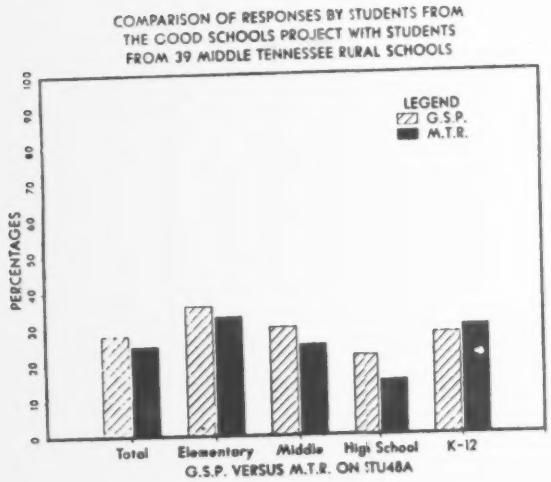


Figure CP-42

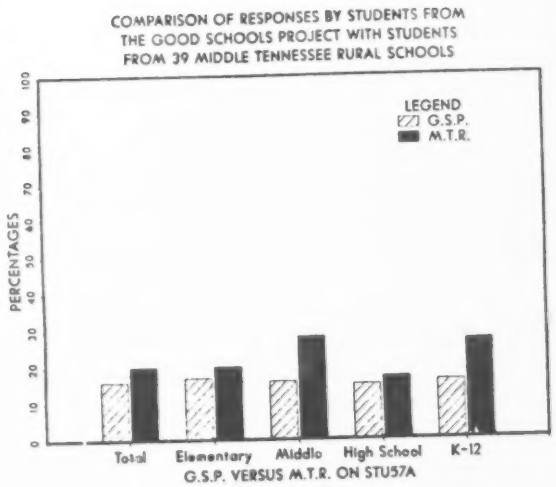


Figure CP-43

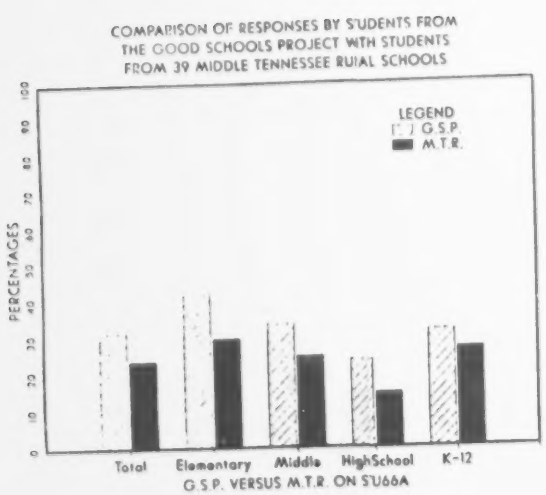
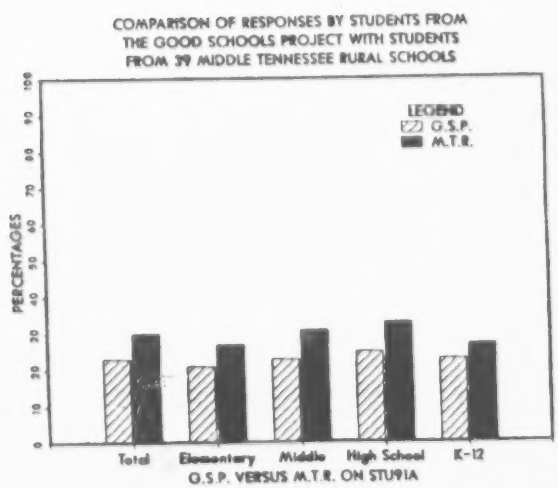


Figure CP-44



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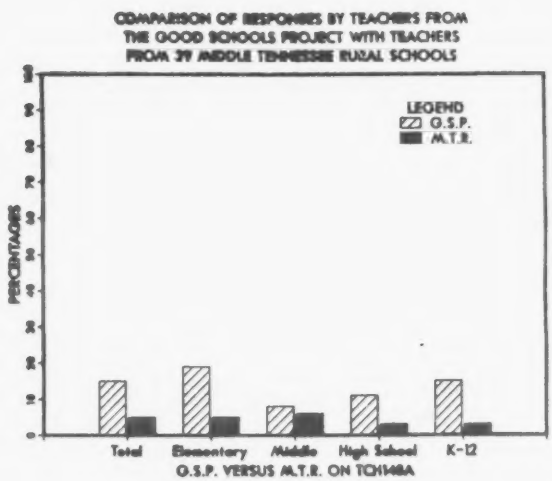
level responding Always. Quite a few students indicated this choice in both groups, but MTR students at all levels exceeded GSP students.

Item 66 asked if what teachers expect students to learn is made clear to them. Figure CP-43 shows the percent of students by group and level responding Always. Students from GSP schools at all levels perceived their teachers as making clear their expectations more often than did MTR teachers. Item 91 asked whether class work is mostly busy work--a waste of time. Figure CP-44 shows the percent of students by group and level answering Always. MTR students at all levels perceived their work to be busy work more often than GSP students.

Cooperation and learning comprised the last subdimension assessed under classroom practices. Two items on the teacher survey measured it. Item 148 asked the degree to which students tutor or assist other students in the classes. Item 61 inquired about the extent to which students are encouraged to work together on topics they were studying. Figures CP-45 and CP-46 show the percent of teachers by group and level responding Always on these items. GSP teachers indicated that they use cooperative activities more frequently than do the MTR teachers. Student perceptions were similar. Item 44 on the student survey asked if teachers encourage students to work together when they are studying. Figure CP-47 shows the percent of students by group and level responding Seldom/Never. Neither group indicated a high level of encouragement to

Figure CP-45



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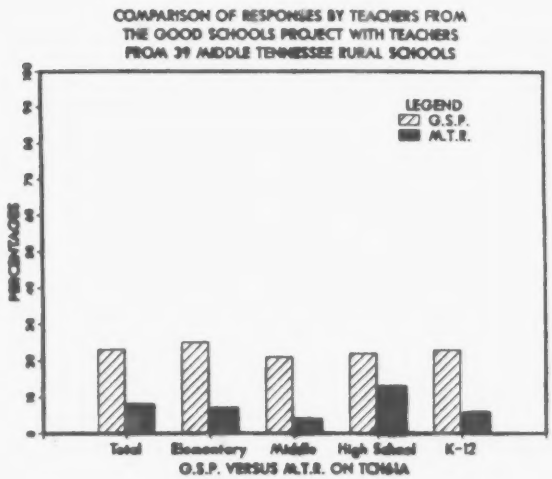

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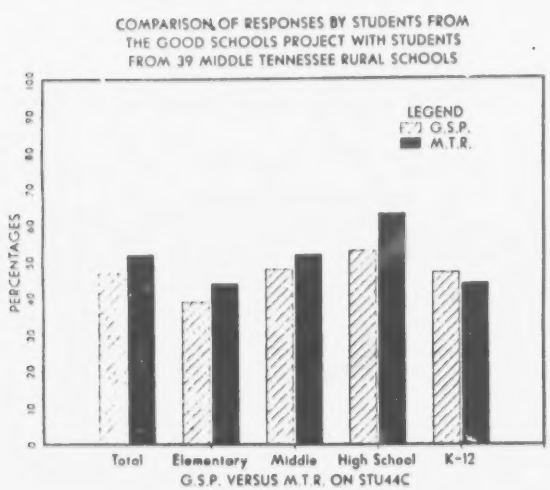
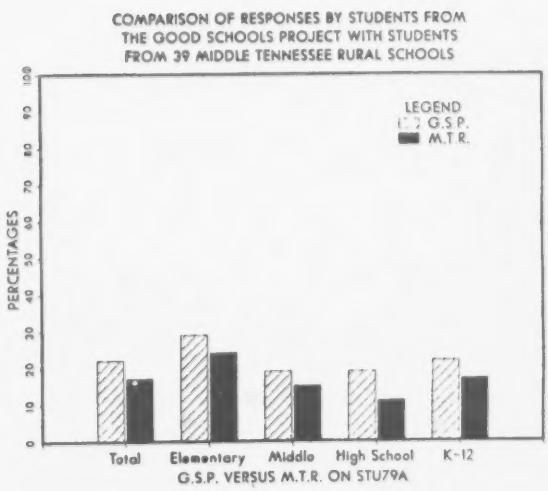


Figure CP-48



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cooperate, but GSP students perceived themselves as receiving more. Item 79 asked about the degree of cooperative effort found among students. Figure CP-48 shows the percent of students by group and level responding Always. The same pattern, one that indicates a lower level of emphasis on cooperation in the MTR schools, was found.

Conclusions and Recommendations

Numerous items in the classroom practices dimension showed significant differences between the groups for both teachers and students. Two broad areas, in particular, stood out. These were critical thinking and availability of materials and supplies. Critical thinking is an area in which significant differences were found throughout the study--in the dimensions of classroom practices, curriculum perspectives, and goal attainment. All significant differences favored GSP schools. Availability of materials and supplies was generally expected to differ. Rural schools in lower socioeconomic areas rarely have sufficient funds for these needs. Use of class time showed differences in the extent to which classes were well-organized and the extent to which available time was used for academic purposes. Students in MTR schools indicated they fooled around a lot in class. Teachers in MTR schools were perceived as using less variety in instuction. They lectured more, depended more heavily on the textbook, and used cooperative learning approaches less often. Their expectations for learning were not as clear to students, and their assignments were perceived as too hard more often than those of GSP teachers.

It's always difficult to determine why time is wasted in schools. Sometimes it's due to the absence of an essentially academic climate in the school. Other interests crowd out academic activities. Sometimes the problem is located in only a few classes and can be associated with the instructional planning and/or behavior of a few teachers. MTR schools might begin to find a solution to this problem by conducting a school climate study, thereby identifying the apparent extent and location of the problem.

The differences identified above emphasize a need for systematic preparation of MTR teachers in the development of critical thinking skills. Also, the research literature on effective teaching has consistently shown that variety in instructional approaches tends to increase the achievement levels of students and their indicated satisfaction in the educational process. The differences indicated above suggest a need to broaden the repertoire of instructional methods MTR teachers can use well and comfortably.

The need for more resources in MTR schools is evident as one visits them. Efforts must be continued to promote equitable distribution of school funds and to develop greater public awareness and appreciation of the need for excellent schools.

Table CP-1
TEACHER SURVEY: CLASSROOM PRACTICES

Percent of Teachers by Group and Level Responding Always, Often, Seldom, or Never to Statements Concerning Classroom Practices

SURVEY ITEM	TOT		ELEM		MID		SEC		K-12	
	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR
Critical Thinking										
32. I encourage students to disagree with me.										
Always	16*	3	13*	2	16	2	18*	6	16*	3
Often	52	50	49	45	46	52	54	59	52	43
Seldom/Never	32	47	38	53	38	46	28	35	32	54
58. Students are encouraged to examine different points of view rather than to expect that there are right answers.										
Always	20*	5	26*	5	17	5	14*	5	20*	1
Often	68	71	65	72	69	75	71	71	68	59
Seldom/Never	12	24	9	23	14	20	15	24	12	40
74. I encourage students to raise questions about what they are studying.										
Always	60*	40	63*	37	59	51	57*	42	60	37
Often	36	53	34	55	35	42	40	52	36	57
Seldom/Never	3	7	3	8	6	7	3	6	3	6
Homework										
10. How much time do you expect students to spend on homework each day?										
None	12*	8	16*	7	9	6	7	9	12	6
Less than 30 minutes	41	34	46	35	34	39	35	34	41	26
More than 30 minutes	47	58	38	58	57	55	58	57	47	68
Use of Textbooks										
106. I use the textbook as the primary source of information.										
Always	16*	14	17*	13	14	17	15*	13	16	17
Often	51	65	52	66	51	66	50	67	51	51
Seldom/Never	33	21	31	21	35	17	35	20	33	32
53. I use standardized test results for making instructional decisions.										
Always/Often	43*	40	50	47	47*	31	30	34	43	37
Seldom	39	48	37	45	37	59	43	46	39	32
Never	18	12	13	8	16	10	27	20	18	11

*p<.001

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Table CP-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
98. The tests and examinations I give my students accurately represent the goals and objectives of this school.										
Always	46*	24	51*	25	45	34	40*	21	46*	19
Often	51	73	46	71	53	65	58	78	51	79
Seldom/Never	3	3	3	4	2	1	2	1	3	2
109. I use my own teacher-made tests for making instructional decisions.										
Always	21*	13	14*	8	26	25	29*	16	21	16
Often	65	76	68	76	63	72	63	78	65	74
Seldom/Never	14	11	18	16	11	3	8	6	14	10
Use of Classroom Time										
38. In this school, most classes are well-organized, and little time is wasted.										
Always	43*	19	56*	23	34	23	27*	12	43*	13
Often	52	73	41	72	61	72	64	78	52	68
Seldom/Never	5	8	3	5	5	5	9	10	5	19
157. Most of the time in class is spent on academic activities.										
Always	32*	21	37*	23	29	29	26*	15	32	19
Often	65	77	61	75	67	70	69	83	65	76
Seldom/Never	3	2	2	2	4	1	5	2	3	5
Individualization										
96. Teachers individualize instruction.										
Always	19*	6	29*	8	11	2	8	3	19	8
Often	60	65	64	76	61	66	54	47	60	54
Seldom/Never	21	29	7	16	28	32	38	50	21	38
Student Choice Options										
93. I let students select the curriculum materials they use.										
Always/Often	21*	17	25*	15	19	18	17	18	21	27
Seldom	58	66	58	67	53	66	59	70	58	48
Never	21	17	17	18	28	16	24	12	21	25
104. I let students select learning activities.										
Always/Often	52*	48	67*	54	37	49	36	37	52	46
Seldom	42	49	31	44	54	48	53	60	42	43
Never	6	3	2	2	9	3	11	3	6	11

*p<.001

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Table CP-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
121. I give my students the option to do projects such as pictures or models rather than written assignments.										
Always/Often	53*	50	62*	55	52	49	40	44*	53	44
Seldom	36	45	31	43	36	42	43	50	36	45
Never	11	5	7	2	12	9	17	6	11	11
Availability of Materials, Supplies										
97. The curriculum materials available are appropriate for the students in my classes.										
Always	46*	17	55*	18	40*	14	36*	14	46*	16
Often	48	77	42	76	52	81	55	78	48	70
Seldom/Never	6	6	3	6	8	5	9	8	6	14
133. Audio-visual materials and equipment are available when needed.										
Always	63*	28	71*	30	60*	26	51*	28	63*	22
Often	33	62	27	62	36	71	41	64	33	43
Seldom/Never	4	10	2	8	4	3	8	8	4	35
151. School supplies are readily available for classroom use.										
Always	44*	20	52*	24	37*	16	35*	14	44*	16
Often	47	62	42	60	54	75	53	64	47	43
Seldom/Never	9	18	6	16	9	9	12	22	9	41
148. Students tutor or assist other students in my classes.										
Always	15*	5	19*	5	8	6	11*	3	15	3
Often	56	66	58	71	58	56	54	69	56	53
Seldom/Never	29	29	23	24	34	38	35	28	29	44
61. I encourage students to work together on topics they are studying.										
Always	23*	8	25*	7	21*	4	22*	13	23	6
Often	60	74	62	76	56	70	58	73	60	68
Seldom/Never	17	18	13	17	23	26	20	14	26	26

*p<.001

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Table CP-2
STUDENT SURVEY: CLASSROOM PRACTICES

Percent of Students by Group and Level Responding Always, Often, Seldom, Or Never to Statements Concerning Expectations for Learning

SURVEY ITEM	STOT		SELEM		SMID		SSEC		K-12	
	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR
Critical Thinking										
16. Teachers ask us to explain how we got an answer.										
Always	27*	17	29*	21	28	20	25*	11	27*	18
Often	54	60	50	59	55	65	57	61	54	60
Seldom/Never	19	23	21	20	17	15	18	28	19	22
28. Teachers encourage us to question what's in the book.										
Always	34*	30	36	36	39	39	31*	21	34	30
Often	39	37	40	38	37	33	38	36	39	36
Seldom/Never	27	33	24	26	24	28	31	43	27	34
41. Teachers encourage us to raise questions about what we are studying.										
Always	46*	41	44	43	50	39	46*	39	46*	38
Often	40	41	41	39	37	46	41	43	40	36
Seldom/Never	14	18	15	18	13	15	13	18	14	26
74. Teachers encourage us to examine different points of view rather than just find the right answers.										
Always	27*	31	30*	25	30*	18	24*	11	27	21
Often	49	24	49	45	46	49	50	49	49	46
Seldom/Never	24	45	21	30	24	33	26	40	24	33
80. We are free to question or disagree with our teachers.										
Always	38*	30	37	32	37	30	38*	27	38*	30
Often	34	35	31	33	33	31	37	39	34	32
Seldom/Never	28	35	32	35	30	39	25	34	28	38
90. We are encouraged to express our opinions in class.										
Always	38*	28	40*	34	40*	28	35*	21	38*	28
Often	40	43	39	41	39	43	42	47	40	38
Seldom/Never	22	29	21	25	21	29	23	32	22	34
96. We spend a lot of time memorizing things.										
Always	15*	11	16*	13	15*	10	13	8	15*	11
Often	41	36	36	34	41	35	45	40	41	34
Seldom/Never	44	53	48	53	44	55	42	52	44	55

*p<.001

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Table CP-2 (cont)

SURVEY ITEM	STOT GSP	STOT MTR	SELEM GSP	SELEM MTR	SMID GSP	SMID MTR	SSEC GSP	SSEC MTR	K-12 GSP	K-12 MTR
Student Choice Options										
32. We have a choice about the time we spend working on assignments.										
Always	9	10	13	14	9	10	7*	5	9	7
Often	23	21	25	22	22	24	22	17	23	27
Seldom/Never	68	69	62	63	69	66	71	78	68	66
49. Teachers let us select the materials we use in class.										
Always	6	6	10*	8	6	6	3	2	6	9
Often	24	22	33	26	25	22	18	15	24	31
Seldom/Never	70	72	57	66	69	72	79	83	70	60
52. We have a chance to decide what to study.										
Always	6	7	6	7	4	5	7*	6	6	10*
Often	19	18	19	18	16	16	20	16	19	26
Seldom/Never	75	75	75	75	80	79	73	78	75	64
72. We are encouraged to study topics that interest us.										
Always	27*	22	31*	26	27	19	24*	17	27	22
Often	44	43	44	43	41	44	45	43	44	42
Seldom/Never	29	35	25	31	32	37	31	40	29	36
76. Teachers let us do projects such as pictures or models rather than written assignments.										
Always	6*	5	9*	6	7	6	4*	2	6	6
Often	29	22	29	22	32	30	28	21	29	21
Seldom/Never	65	73	62	72	61	64	68	77	65	73
Availability of Materials, Supplies										
67. We use different kinds of materials in class, such as newspapers and photographs.										
Always	13*	9	18*	13	12*	7	10*	3	13*	9
Often	36	29	38	34	33	25	35	26	36	25
Seldom/Never	51	62	44	53	55	68	55	71	51	66

*p<.001

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Table CP-2 (cont)

SURVEY ITEM	STOT GSP	STOT MTR	SELEM GSP	SELEM MTR	SMID GSP	SMID MTR	SSEC GSP	SSEC MTR	K-12 GSP	K-12 MTR
Use of Classroom Time										
9. How do you spend most of your time during the school day?										
A. Listening to the teacher talk with the whole group	67*	73	53	67*	71	77*	76*	82	67*	65
B. Working by myself on workbooks or reading	20	12	33	17	17	7	12	6	20	16
C./D. Working with other students on special projects/Taking tests to see how much I have learned	13	15	14	16	12	16	12	12	13	19
31. What we do in class is well organized and little time is wasted.										
Always	25*	22	33*	28	26*	17	19*	17	25*	24
Often	55	50	49	45	55	52	59	57	55	42
Seldom/Never	20	28	18	27	19	31	22	26	20	34
77. Students fool around a lot in class.										
Always	15	17*	13	19*	16	20	15*	13	15	22*
Often	33	40	29	35	34	40	36	45	33	38
Seldom/Never	52	43	58	46	50	40	49	41	52	40
81. I have enough time in class to finish my assignments.										
Always	16	16	29*	23	14	11	8	6	16	20
Often	51	51	53	52	54	53	49	51	51	50
Seldom/Never	33	33	18	25	32	36	43	43	33	30
Homework										
5. How much time do you spend on homework each day?										
A./B. None/Less than 30 minutes	29	33*	30*	25	21	29*	32*	41	29	35
C. Between 30 and 60 minutes	51	49	53	53	58	46	47	46	51	49
D. More than 60 minutes	20	18	17	22	21	25	21	13	20	16

*p<.001

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Table CP-2 (cont)

SURVEY ITEM	STOT GSP	STOT MTR	SELEM GSP	SELEM MTR	SMID GSP	SMID MTR	SSEC GSP	SSEC MTR	K-12 GSP	K-12 MTR
Individualization										
24. Everybody works on the same things in class.										
Always	23	29*	16	26*	25	31*	27	31	23	35*
Often	57	51	51	48	59	45	61	57	57	46
Seldom/Never	20	20	33	26	16	24	12	12	20	19
Instructional Practices										
34. Most of our class assignments are interesting.										
Always	13*	10	21*	16	13	10	7*	3	13	10
Often	49	42	52	44	47	48	48	38	49	43
Seldom/Never	38	48	27	40	40	42	45	59	38	47
48. Teachers try to explain things in terms of other things we already know.										
Always	28*	26	36	33	30	25	22*	15	16	27*
Often	54	53	45	45	52	54	60	64	58	54
Seldom/Never	18	21	19	22	18	21	18	21	26	19
57. Class assignments are too hard for me.										
Always/Often	16	20*	17	19	16	28*	15	16*	32	27
Seldom	58	58	51	52	58	49	63	68	53	49
Never	26	22	32	29	26	23	22	15	15	24
66. What teachers expect us to learn is clear to me.										
Always	32*	24	42*	30	34*	25	24*	15	32*	27
Often	53	54	48	49	52	55	57	62	53	49
Seldom/Never	15	22	10	21	14	20	19	23	15	24
91. Most of our classwork is busy-a waste of time.										
Always/Often	27	29*	21	27*	23	31	25	33*	23	27
Seldom	45	46	30	37	45	42	55	56	45	47
Never	32	25	49	36	32	27	20	11	32	26

*p<.001

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Table CP-2 (Cont)

SURVEY ITEM	STOT GSP	STOT MTR	SELEM GSP	SELEM MTR	SMID GSP	SMID MTR	SSEC GSP	SSEC MTR	K-12 GSP	K-12 MTR
Use of Textbooks										
47. Most of the work in my classes comes from the textbook.										
Always	22	25*	21	26*	22	25	23	21*	22	36*
Often	60	63	58	61	63	62	61	68	60	51
Seldom/Never	18	12	21	13	15	13	16	11	18	13
Evaluation										
4. What grades do you usually get in school?										
A,A	23*	24	34*	29	24	23	16	19	23	19
B,B	48	44	47	38	49	45	48	49	48	52
C,/D,C,D, or F	29	32	19	33	27	32	36	32	29	29
82. We get the grades we deserve, whether or not the teacher likes us.										
Always	55*	50	72*	65	61	58	40*	32	55*	49
Often	32	34	18	21	27	28	45	50	32	31
Seldom/Never	13	16	10	14	12	14	15	18	13	20
Cooperation and Learning										
44. Teachers encourage us to work together on what we're studying.										
Always	16*	15	23*	22	18	16	9*	6	16	20
Often	37	33	38	34	34	32	38	31	37	36
Seldom/Never	47	52	39	44	48	52	53	63	47	44
79. There is a lot of cooperative effort among students.										
Always	22*	17	29*	24	19	15	19*	10	22*	17
Often	57	54	54	51	57	56	59	59	57	49
Seldom/Never	21	29	17	25	24	29	22	31	21	34

*p<.001

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Decision Making

> The decision making dimension of the study refers to the institutional functioning of the school and the degree of staff satisfaction with these processes. How school-wide problems are identified and acted upon, and how responsibility is shared or denied are aspects of this dimension. The specific subdimensions include looking at decision making in terms of the people who are involved--administrators, teachers, students, and parents--and according to the procedures employed, the success achieved, and the extent to which cooperation is involved. (Frymier, et al, 1984, p. 11)

The decision making dimension included thirty-eight items on the teacher survey. Of these items, thirty-six showed significant differences ($p<.001$). The significant differences indicated that Good Schools Project (GSP) teachers found their schools making decisions in ways perceived generally as more positive than the Middle Tennessee Rural (MTR) schools. The student survey included only three items related to this dimension. All three showed significant differences favoring the GSP schools. Data related to decision making are presented in Table DM-1 (Teacher Survey) and Table DM-2 (Student Survey).

Four items on the teacher survey were concerned with how the school responds to problems. Item 115 asked if school personnel--administrators, teachers, and other staff members--identify and act upon school problems cooperatively. Figure DM-1 shows the percent of teachers by group and level responding Always. The differences favored GSP schools consistently over all levels. Item 136 asked whether or not school personnel do a good job of examining alternative solutions before deciding what to do. Figure

Figure DM-1

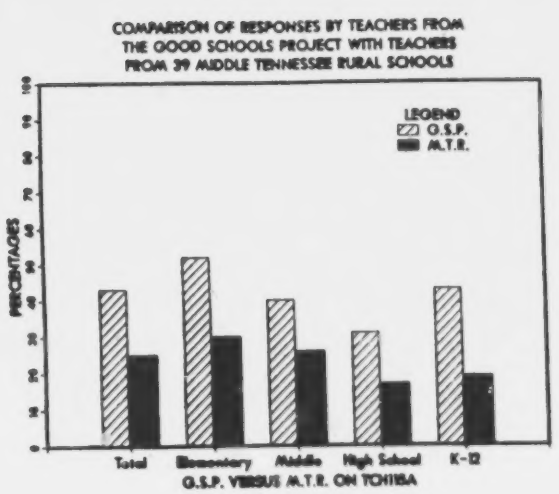


Figure DM-2

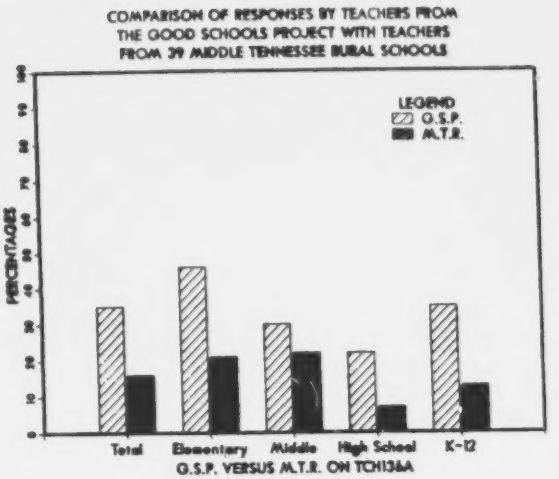


Figure DM-3

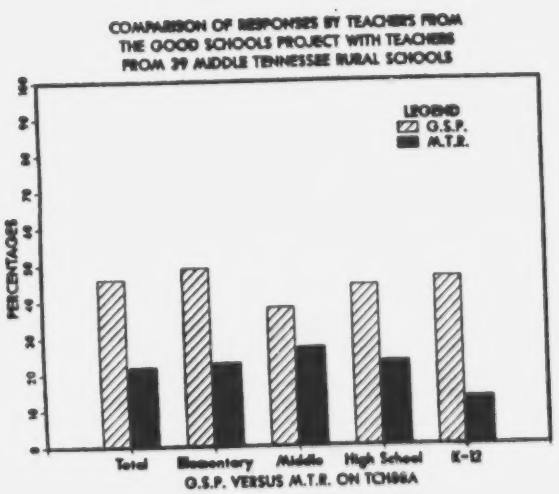
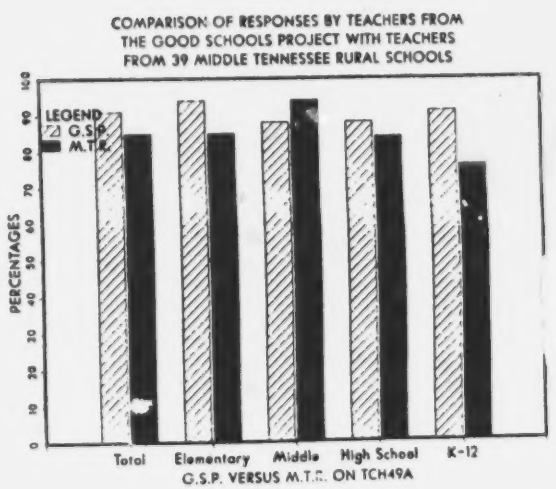


Figure DM-4



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DM-2 shows the percent of teachers by group and level responding Always to this item. The differences found also favored GSP schools consistently. Item 88 inquired whether or not there are established procedures for working on problems in the school. Figure DM-3 shows the percent of teachers by group and level who responded Always. A significant difference was found, again favoring GSP schools. Item 49 sought information related to the success of problem solving efforts in the school. Figure DM-4 shows the percent of teachers by group and level answering this question Always. Teachers in both groups saw their schools as relatively successful in solving their problems; however, data for the total groups showed GSP teachers as perceiving their schools more successful. This pattern did not hold for the middle school level. In this instance, MTR teachers saw their schools as more successful than did GSP middle school teachers.

Six items in the teacher survey dealt with administrators' decision making. Significant differences favoring GSP schools were found on five of the six. Item 50 asked whether or not the principal sees that, once made, decisions are carried out. Figure DM-5 shows the percent of teachers by group and level who responded Always. At all levels except the middle school, GSP teachers exceeded MTR in responding favorably to this question. Item 56 sought information related to whether or not administrators seek suggestions from teachers for improving the school. Figure

Figure DM-5

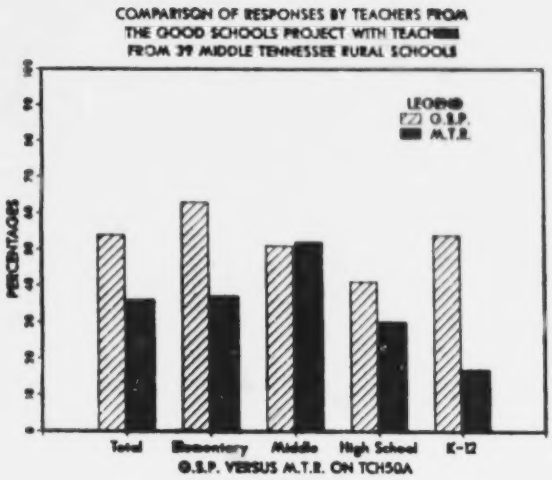


Figure DM-6

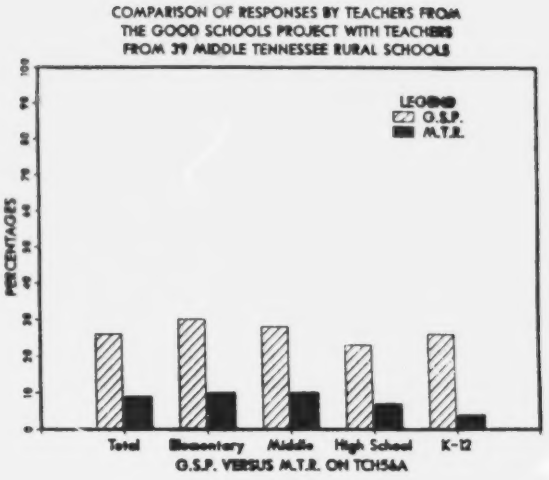


Figure DM-7

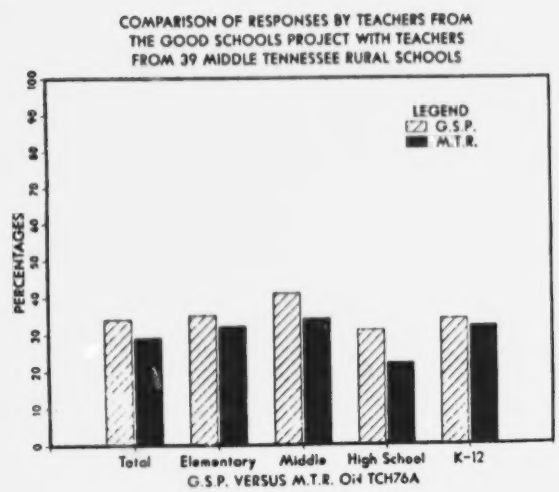
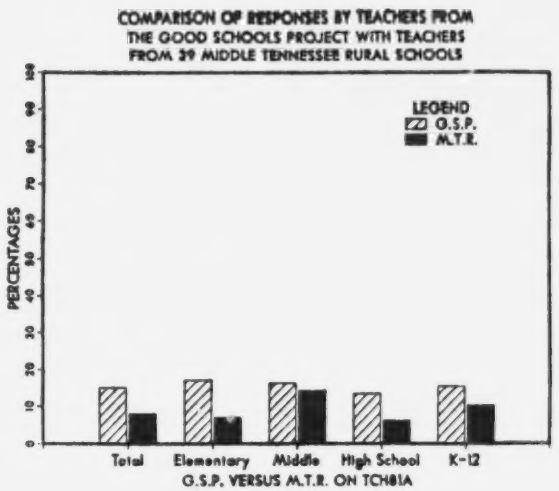


Figure DM-8



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DM-6 shows the percent of teachers by group and level responding Always. GSP teachers indicated that their administrators seek suggestions from them much more frequently than did the MTR teachers.

No significant difference was found for Item 76, which asked the degree to which the principal made the important decisions in the school. Figure DM-7 shows the percent of teachers by group and level who answered Always on this question. Item 81 asked whether or not the principal accepts staff decisions even if he/she disagrees with them. Figure DM-8 shows the percent of teachers by group and level responding Always. The proportion for both groups was relatively low, but the difference was significant, favoring the GSP schools. The middle school level showed less difference than the other levels.

Item 114 asked whether or not the principal trusts teachers to use their professional judgment on instructional matters. Figure DM-9 shows the percent of teachers by group and level responding Always. Generally, both groups indicated high levels of autonomy in the instructional area. However, the difference between the two groups was significant at all levels and favored the GSP schools. Item 120 asked if the principal encourages teachers with leadership abilities to move into leadership roles. Figure DM-10 shows the percent of teachers by group and level who responded Always. Differences were significant at all levels, favoring the GSP schools.

Figure DM-9

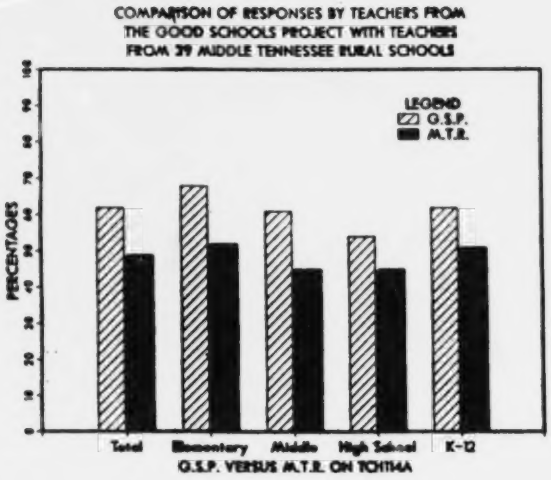


Figure DM-10

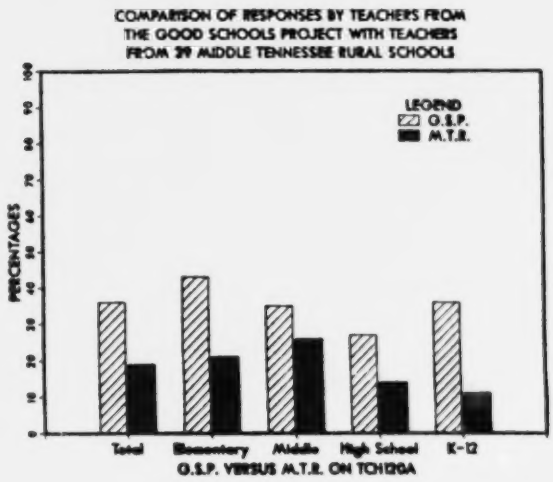


Figure DM-11

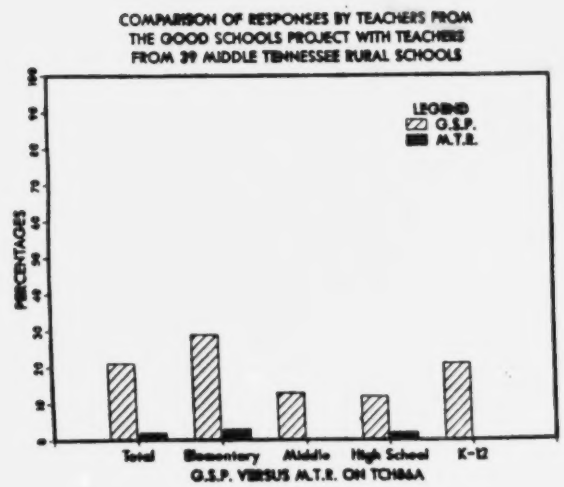
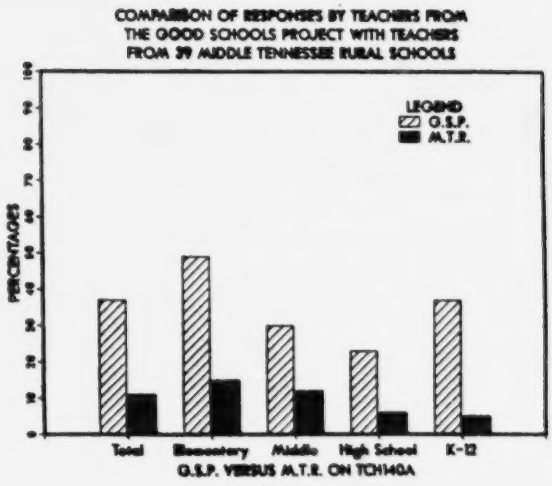


Figure DM-12



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Two items on the teacher survey sought information about the involvement of parents and community organizations in the schools' decision making processes. Item 86 asked about the extent of cooperation among school, parents, and community organizations in the identification and resolution of schoolwide problems. Figure DM-11 shows the percent of teachers answering Always. Only relatively low levels of cooperation were identified in both groups. GSP teachers did, however, indicate a significantly higher incidence of cooperation than did MTR teachers. Item 140 asked if parents are important members of school committees and advisory groups. Figure DM-12 shows the percent of teachers by group and level responding Always. A significant difference at all levels favored the GSP schools.

Four items were categorized as general questions. Item 117 asked if the school staff evaluates its programs and activities to change them for the better. Figure DM-13 shows the percent of teachers by group and level who answered Always. Clearly, the differences were significant and favored the GSP schools. Item 128 measured the degree to which teachers perceived themselves as having control of how they carry out their own jobs. Figure DM-14 shows the percent of teachers by group and level answering Always. The differences were significant, with GSP teachers perceiving themselves to have greater control. There was a sharp drop for both groups at the middle school level. Item 154 asked whether or not teachers have difficulty influencing administrative decisions regarding school policy.

Figure DM-13

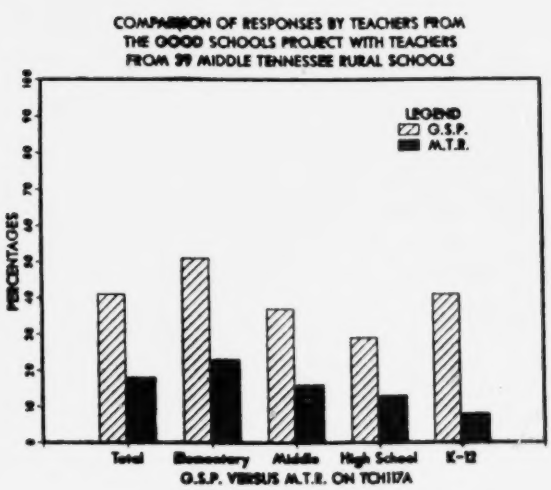
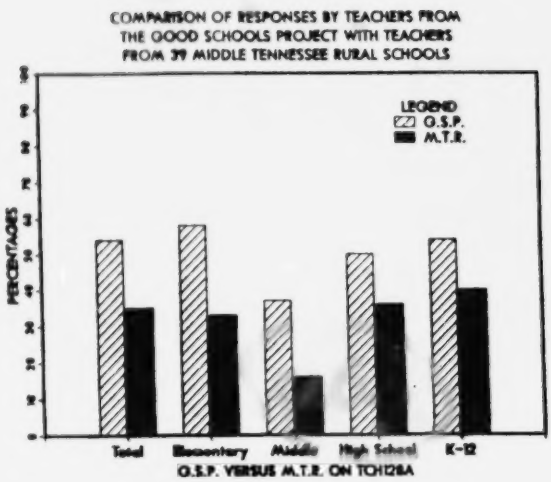


Figure DM-14



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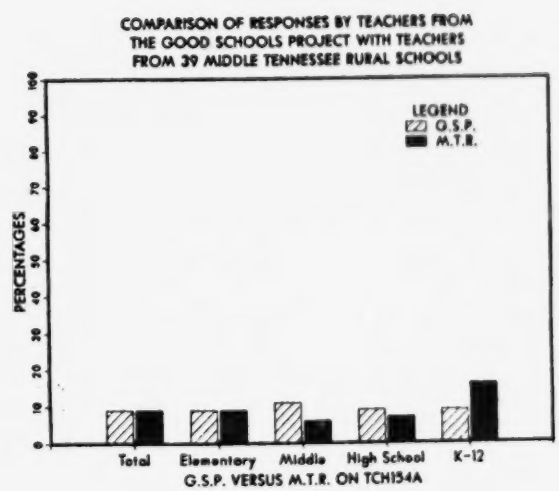

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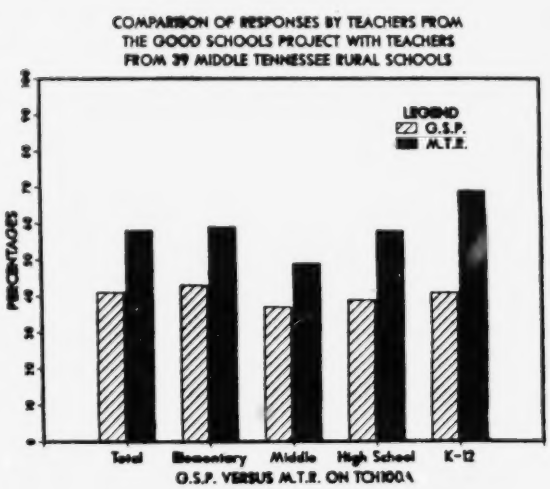

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Figure DM-15 shows the percent of teachers responding Always. The difference for the total group on this item was not found to be significant ($p<.001$). Item 100 inquired whether or not teachers think their unions or associations should bargain about curriculum and teaching materials. Figure DM-16 shows the percent of teachers by group and level who answered Always. MTR teachers responded positively to this item with a significantly greater frequency than did GSP teachers.

Twenty items sought information relative to teachers' actual and desired involvement in selected areas. Items 181-190 asked whether or not the teacher now participates in specific decision making processes. The list below identifies the item number, the decision, and the figure which shows the percent of teachers by group and level responding Always:

181. Hiring new teachers	Figure DM-17
182. Selecting textbooks	Figure DM-18
183. Resolving learning problems	Figure DM-19
184. Determining appropriate instruction	Figure DM-20
185. Establishing classroom discipline policies	Figure DM-21
186. Establishing general instructional policies	Figure DM-22
187. Determining faculty assignments	Figure DM-23
188. Evaluating performance of teachers	Figure DM-24

Figure DM-17

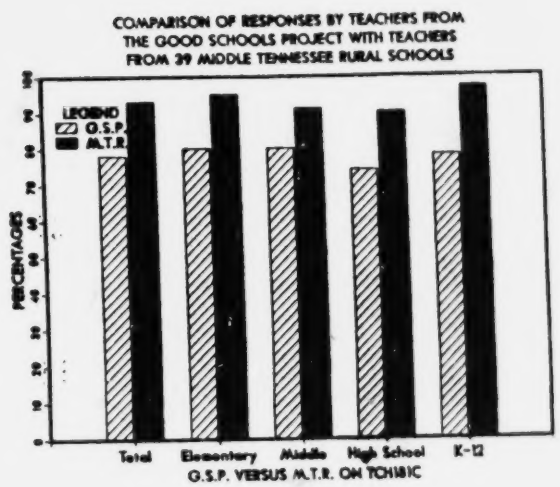
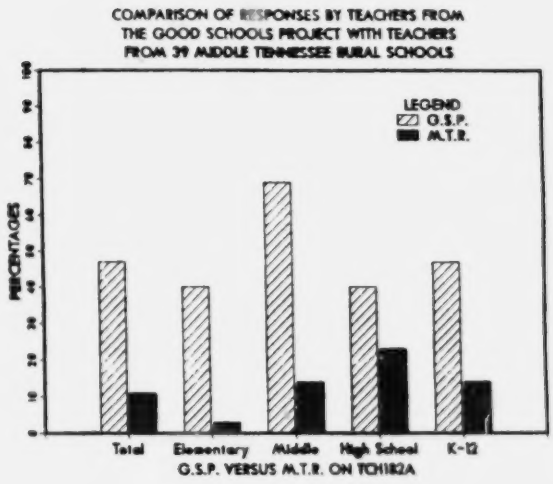


Figure DM-18



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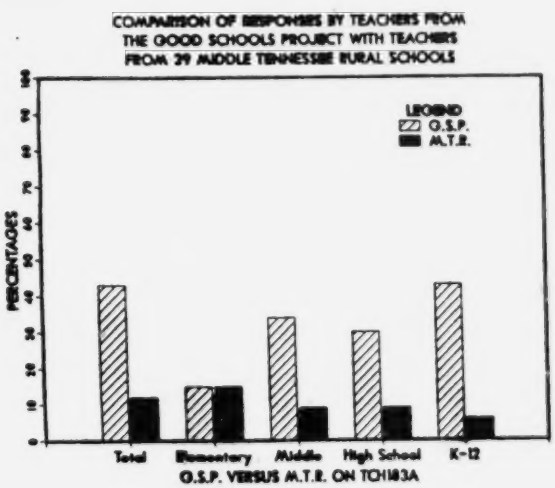

Figure DM-20

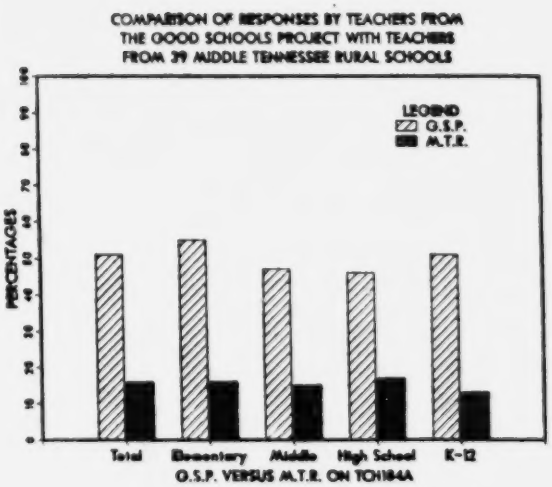

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Figure DM- 21

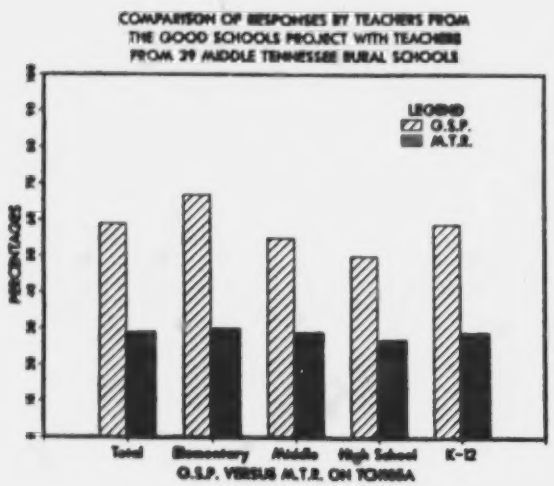


Figure DM-22

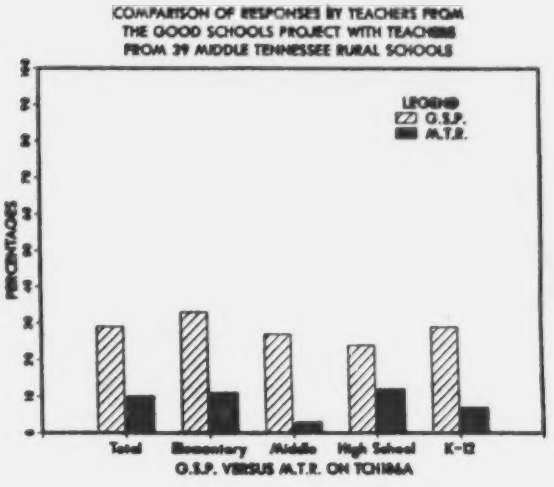


Figure DM-23

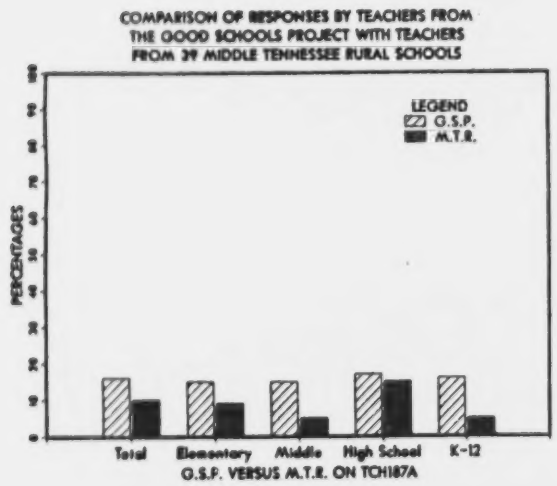
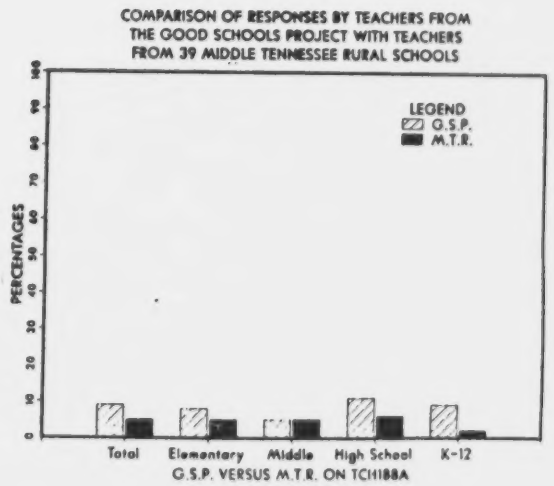


Figure DM-24



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189. Selecting administrative personnel — Figure DM-25

190. Evaluating own job performance — Figure DM-26

In each instance, the group difference was significant and indicated that GSP teachers perceived themselves as more involved in the decision making processes of their schools than did MTR teachers. Items 191-200 repeated these ten questions asking if teachers should be involved in making the decisions. Figures DM-27 through DM-36 show the percent of teachers by group and level answering Always. Significant differences ($p<.001$) were found for all ten items, but the data reveal more complexities than the figures for Always show. On Items 195-200, the proportion of GSP teachers exceeded that of MTR on both the responses of Always and Seldom/Never. If responses on these items reflect intensity of feeling about whether or not teachers should be involved in particular decisions, it appears that GSP teachers felt stronger one way or the other than the MTR teachers, but the specific direction varied from teacher to teacher.

Two items on the teacher survey dealt with student involvement in the decision making process. Item 116 asked if students have a chance to change things they don't like. Figure DM-37 shows the percent of teachers by group and level responding Always. The difference is significant for the total group, indicating that teachers in GSP schools saw students as able to make changes more often than teachers in MTR schools. However, this pattern did not hold for the middle school level. Item 143 inquired about student

Figure DM-25

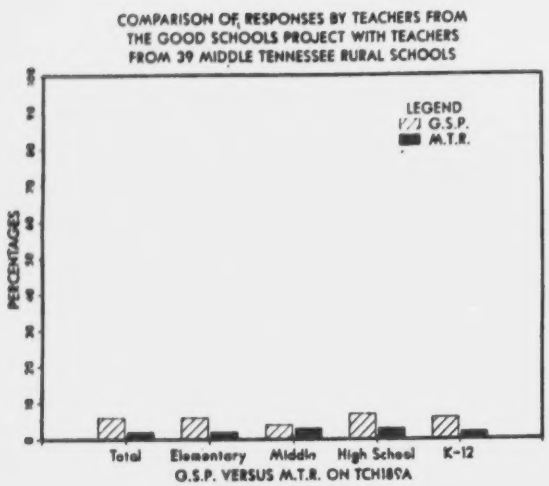

Figure DM-26

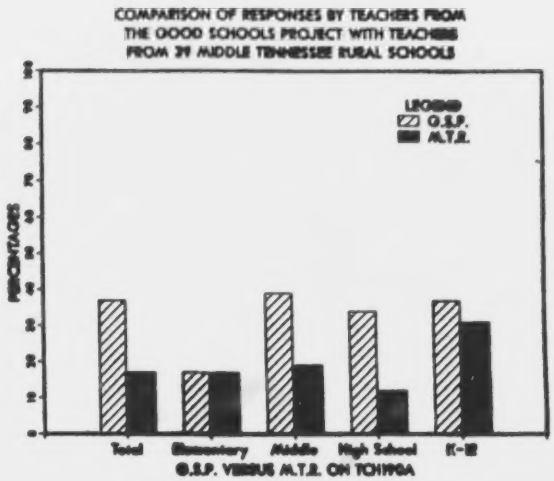

Figure DM-27

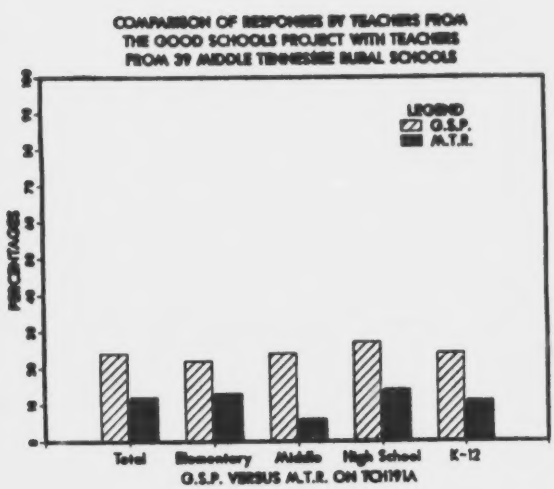

Figure DM-28

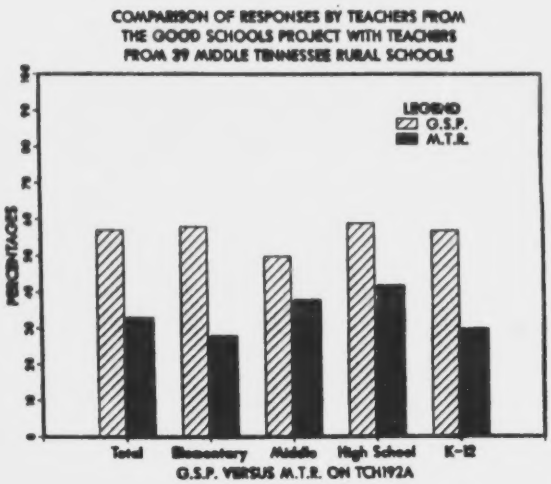

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Figure DM-29

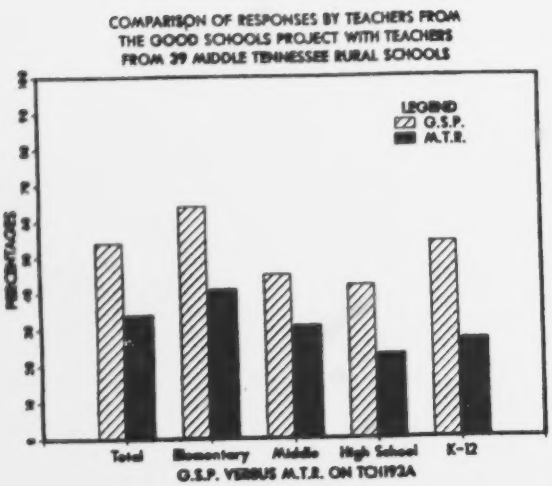

Figure DM-30

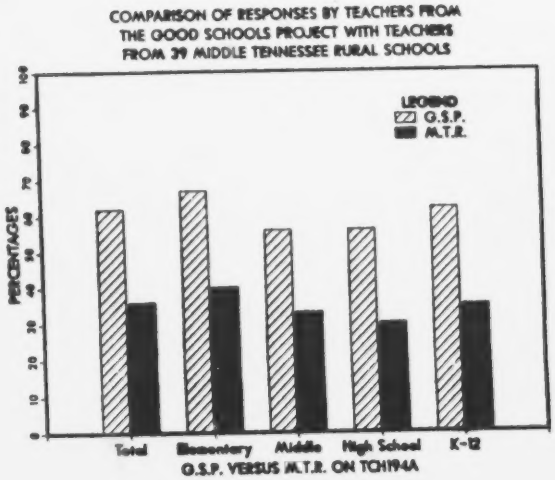

Figure DM-31

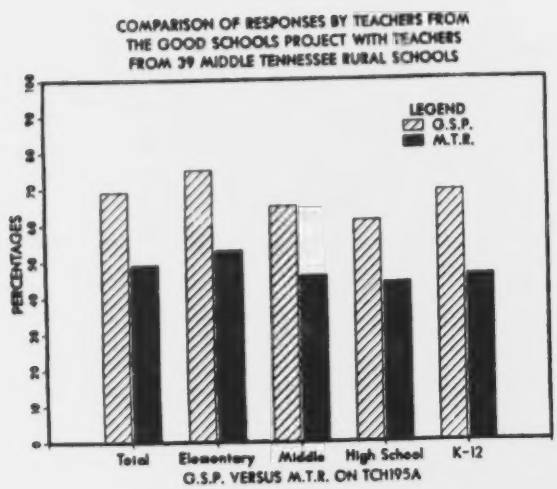

Figure DM-32

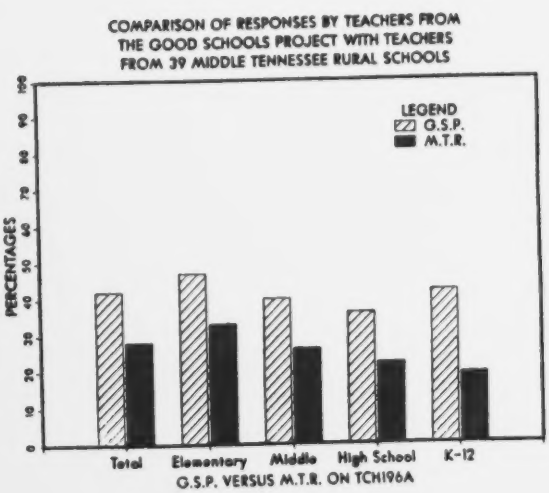

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Figure DM-33

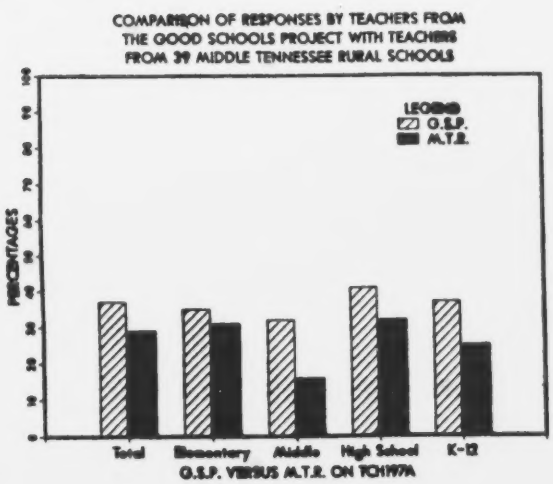


Figure DM-34

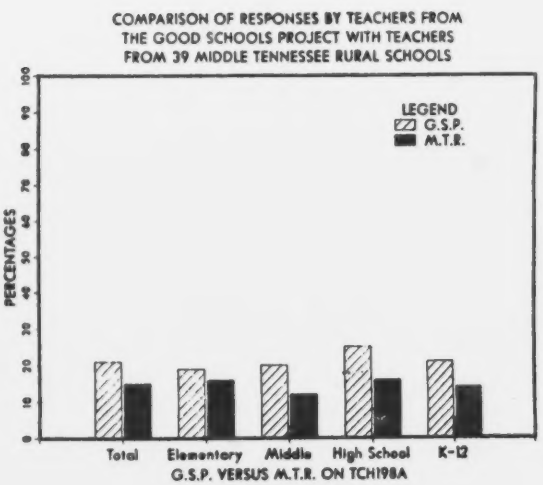


Figure DM-35

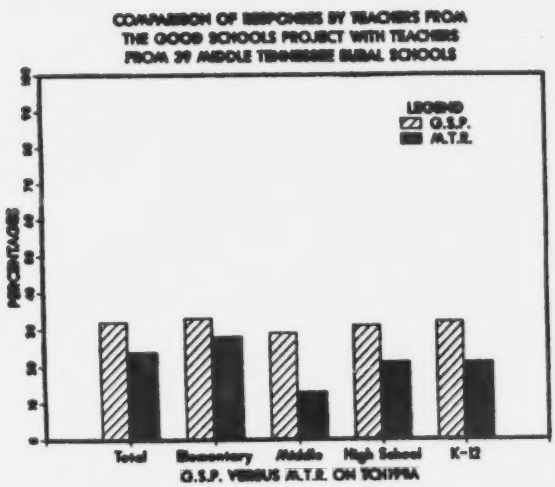
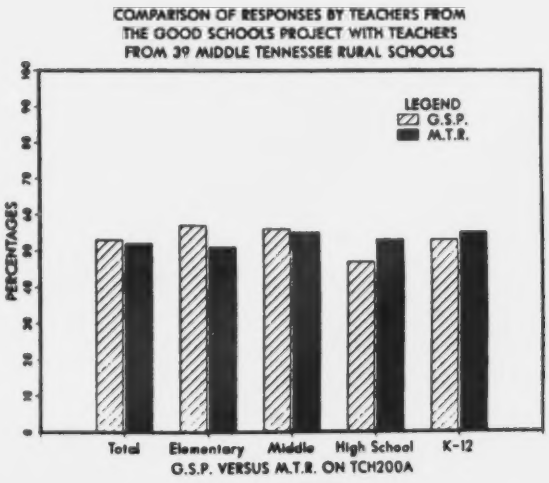


Figure DM-36



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participation in the development of school policies, procedures, and programs. Figure DM-38 shows the percent of teachers by group and level responding Always. Teachers in GSP schools perceived their students as involved in these decisions more frequently than did teachers in MTR schools.

All three items in the student survey had to do with student involvement in decision making. Item 17 asked if students have a chance to change things they don't like. Figure DM-39 shows the percent of students by group and level who answered Always. GSP students perceived themselves as having this power more often than did MTR students. Item 21 inquired whether or not students participate in developing school policies and programs. Figure DM-40 shows the percent of students by group and level who answered Always. Although proportions were low for both groups, GSP students again saw themselves as more involved in these roles. Item 97 asked if teachers listen to student suggestions for program changes. Figure DM-41 shows the percent of students by group and level responding Always to the item. As in responses to the last two items, GSP students perceived themselves to have somewhat greater power to influence what happens in their schools.

Conclusions and Recommendations

A significant difference favoring GSP schools was found on almost every item used to measure this dimension. GSP schools involved a wider range of people and groups in policy setting, program development, and decision making. This was true with regard to parents, teachers, students, and

Figure DM-37

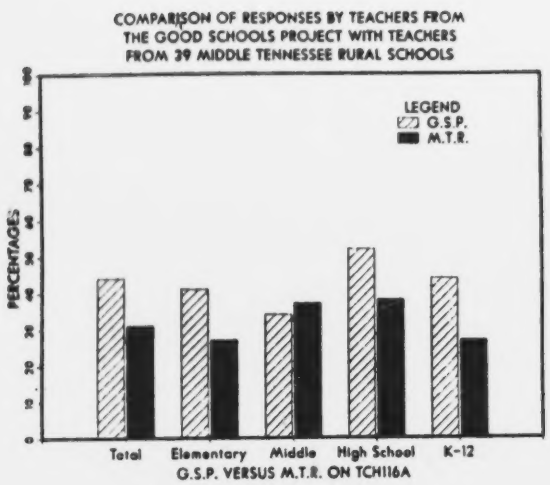
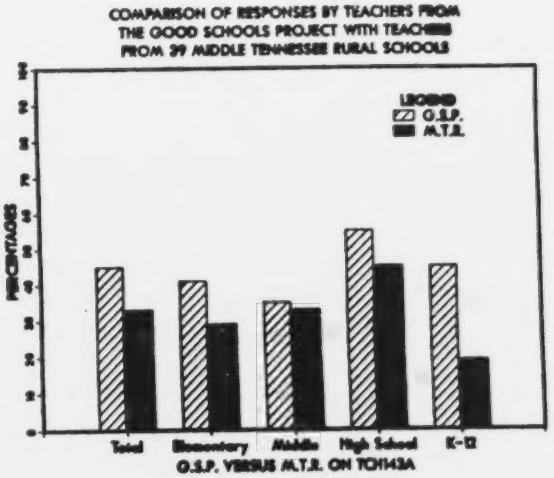


Figure DM-38



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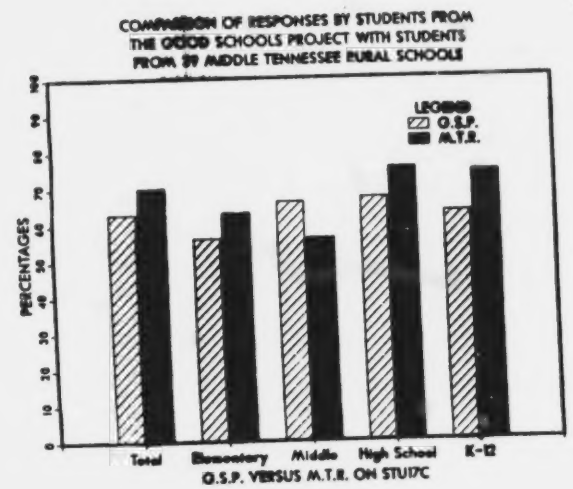

Figure DM-40

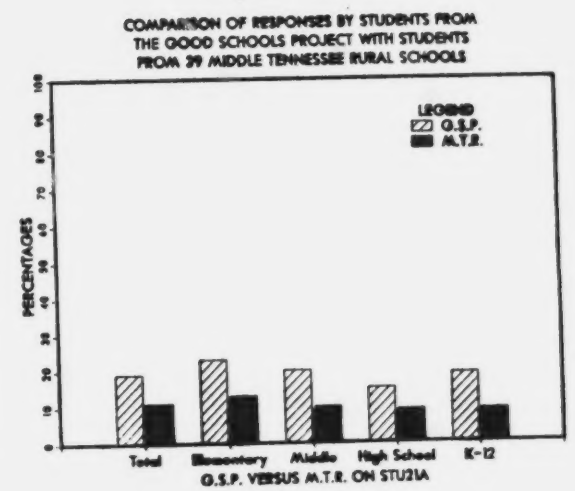

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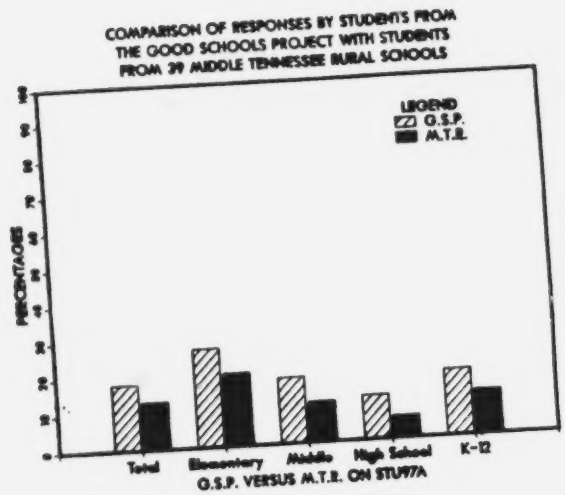
Figure DM-41



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community groups. GSP teachers and students, alike, indicated that they had more power to effect desired change in their schools. Teachers' suggestions were valued more and more actively sought by administrators. MTR teachers perceived a greater need for union and association bargaining on issues related to curriculum and teaching materials. This may indicate greater frustration and more of a sense of powerlessness on their part.

A clear need indicated by the data on decision making is that of greater involvement of parents in the MTR schools. Not only is the need apparent in this dimension, but in each topic where parent involvement is discussed. MTR schools in this study tended to be perceived by both teachers and students as somewhat more authoritarian than the GSP schools. It, therefore, would seem appropriate to examine the need for greater involvement of teachers and students in all levels of decision making. More democratic procedures would probably make the schools more pleasant work places, help the teachers feel a greater sense of responsibility for what happens in them, and enhance the self-esteem of both teachers and students.

Table DM-1
TEACHER SURVEY: DECISION MAKING

Percent of Teachers by Group and Level Responding Always, Often, Seldom, or Never to Statements Concerning Decision Making

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
Response to Problems										
115. Schoolwide problems are identified and acted upon cooperatively by administrators, teachers, and other staff members.										
Always	43*	25	52*	30	40	26	31*	17	43*	19
Often	46	57	40	52	47	65	55	66	46	43
Seldom/Never	11	18	8	18	13	9	14	17	11	38
136. People in this school do a good job of examining alternative solutions to problems before deciding what to do.										
Always	35*	16	46*	20	30	22	22*	7	35*	13
Often	58	75	51	71	63	74	67	82	58	71
Seldom/Never	6	9	3	9	7	4	11	11	6	16
88. When a problem arises in this school, there are established procedures for working on it.										
Always	46*	22	49*	23	38	27	44*	23	46*	13
Often	45	58	43	56	47	66	48	62	45	44
Seldom/Never	9	20	8	21	15	7	8	15	9	43
49. Our efforts to solve schoolwide problems are successful.										
Always	91*	85	94*	85	88	94	88	84	91*	76
Often	8	14	5	14	11	6	11	15	8	22
Seldom/Never	1	1	1	1	1	0	1	1	1	2
Administrators' Decision Making										
50. Once decisions are made, the principal sees that they are carried out.										
Always	54*	36	63*	37	51	52	41	30	54*	17
Often	40	53	32	52	41	45	52	57	40	62
Seldom/Never	6	11	5	11	8	3	7	7	13	21

*p<.001

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Table DM-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
56. Administrators seek out teachers' suggestions for improving the school.										
Always	26*	9	30*	10	28*	10	20*	7	26*	5
Often	50	52	50	48	45	69	51	55	50	40
Seldom/Never	24	39	20	42	27	21	29	38	24	55
76. The principal makes the important decisions in this school.										
Always	34	29	35	32	41	34	31	21	34	32
Often	55	61	54	57	49	62	57	69	55	55
Seldom/Never	11	10	11	11	10	4	12	10	11	13
81. The principal accepts staff decisions even if he or she does not agree with them.										
Always	15*	8	17*	7	16	14	13*	6	15	10
Often	53	58	57	57	52	59	48	63	53	48
Seldom/Never	31	34	26	36	32	27	39	31	31	42
114. The principal trusts teachers to use their professional judgement on instructional matters.										
Always	62*	49	68*	53	61*	45	54	45	62	51
Often	35	48	30	43	33	55	42	52	35	44
Seldom/Never	3	3	2	4	6	0	4	3	3	5
120. The principal encourages teachers with leadership abilities to move into leadership roles.										
Always	36*	19	43*	21	35	26	27	14	36*	11
Often	46	53	43	52	44	58	51	59	46	41
Seldom/Never	18	28	14	27	21	16	22	27	18	48
Parents and Community										
86. In this school, parents and community organization work with school personnel to identify and resolve schoolwide problems.										
Always	21*	2	29*	3	13*	0	12*	2	21*	0
Often	50	38	51	46	49	33	48	31	50	16
Seldom/Never	29	60	20	51	38	67	40	67	29	84

*p<.001

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Table DM-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
140. Parents are important members of school committees and advisory groups.										
Always	37*	11	49*	15	30*	12	23*	7	37*	5
Often	42	40	40	45	42	30	45	39	42	28
Seldom/Never	21	49	11	40	28	58	32	54	21	67
General										
117. The staff evaluates its programs and activities to change them for the better.										
Always	41*	18	51*	23	37*	16	29*	13	41*	8
Often	51	63	43	57	51	74	61	69	51	57
Seldom/Never	8	19	6	20	12	10	10	17	8	35
128. Overall, I have control over how I carry out my own job.										
Always	54*	35	58*	33	51	40	50	36	54	40
Often	44	62	40	64	46	58	48	62	44	59
Seldom/Never	2	3	2	3	3	2	2	2	2	1
154. It is difficult for teachers to influence administrative decisions regarding school policy.										
Always	9	9	9	9	11	6	9	7	9	16
Often	37	43	37	44	35	42	39	45	37	40
Seldom/Never	53	48	54	47	54	52	52	48	53	44
100. Teachers' unions or associations should bargain about curriculum and teaching materials.										
Always	41*	58	43	59*	37	49	39	58*	41	69*
Often	33	31	33	31	38	40	32	28	33	24
Seldom/Never	26	11	24	10	25	11	29	14	26	7
Actual and Desired Involvement in Selected Areas										
181. Do participate in hiring new teachers in this school.										
Always	9*	2	7*	1	9	1	12*	3	9	0
Often	13	5	13	3	11	8	14	7	13	3
Seldom/Never	78	93	80	96	80	91	74	90	78	97

*p<.001

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Table DM-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
191. Should participate in hiring new teachers in this school.										
Always	24*	12	22*	13	24*	6	27	15	24	11
Often	33	38	31	38	31	31	36	41	33	37
Seldom/Never	43	50	47	49	45	63	37	44	43	52
182. Do participate in selecting textbooks.										
Always	42*	11	40*	3	38*	14	45*	23	42*	14
Often	33	45	35	46	34	45	31	44	33	40
Seldom/Never	25	44	25	51	28	41	24	33	25	46
192. Should participate in selecting textbooks.										
Always	57*	33	58*	28	50	38	59*	41	57*	30
Often	32	58	33	63	37	53	29	48	32	65
Seldom/Never	11	9	9	9	13	9	12	11	11	5
183. Do participate in resolving learning problems of individual students.										
Always	43*	12	54*	15	34*	9	30*	9	43*	6
Often	44	64	38	67	51	66	49	56	44	62
Seldom/Never	13	24	8	18	15	25	21	35	13	32
193. Should participate in resolving learning problems of individual students.										
Always	54*	34	64*	41	45	31	42*	23	54*	27
Often	39	60	32	55	46	57	48	68	39	70
Seldom/Never	7	6	4	4	9	12	10	9	7	3
184. Do participate in determining appropriate instructional methods and techniques.										
Always	51*	16	55*	16	47*	15	46*	17	51*	13
Often	38	60	36	66	39	60	41	55	38	47
Seldom/Never	11	24	9	18	14	25	13	28	11	40
194. Should participate in determining appropriate instructional methods and techniques.										
Always	62*	36	67*	40	56	33	56*	30	62*	35
Often	32	58	28	57	37	60	36	61	32	52
Seldom/Never	6	6	5	3	7	7	8	9	6	13

*p<.001

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Table DM-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
185. Do participate in establishing classroom disciplinary policies.										
Always	59*	29	67*	31	55*	29	50*	27	59*	29
Often	29	49	24	53	32	52	34	43	29	43
Seldom/Never	12	22	9	16	13	19	16	30	12	28
195. Should participate in establishing classroom disiplinary policies.										
Always	69*	49	75*	54	65*	46	61*	44	69*	46
Often	24	46	19	42	28	51	30	49	24	48
Seldom/Never	7	5	6	4	7	3	9	7	7	6
186. Do participate in establishing general instructional policies.										
Always	29*	10	33*	11	27*	3	24*	12	29*	6
Often	44	45	45	48	43	50	44	41	44	29
Seldom/Never	27	45	22	41	30	47	32	47	27	65
196. Should participate in establishing general instructional policies.										
Always	42*	28	47*	33	40	26	36	22	42	19
Often	46	61	43	58	48	65	49	62	46	65
Seldom/Never	12	11	10	9	12	9	15	16	12	16
187. Do participate in determining faculty assignments in the school.										
Always/Often	16*	10	15	9	15	5	17	15	16	5
Seldom	25	26	24	28	21	20	28	25	25	24
Never	59	64	61	63	64	75	55	60	59	71
197. Should participate in determining faculty assignments in the school.										
Always/Often	37*	29	35	31	32	16	41	32	37	25
Seldom	32	41	32	41	33	45	33	39	32	40
Never	31	30	33	28	35	39	26	29	31	35
188. Do participate in evaluating the performance of teachers.										
Always/Often	9*	5	8	5	5	5	11	6	9	2
Seldom	15	20	15	20	17	20	14	20	15	17
Never	76	75	77	75	78	75	75	74	76	81

*p<.001

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Table DM-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
198. Should participate in evaluating the performance of teachers.										
Always/Often	21*	15	19*	16	20*	12	25*	16	21*	14
Seldom	31	52	30	48	33	56	31	55	31	54
Never	48	33	51	36	47	32	44	29	48	32
189. Do participate in selecting adminstrative personnel to be assigned to the school.										
Always/Often	6*	2	6	2	4	3	7	3	6	2
Seldom	10	6	10	8	7	5	10	3	10	6
Never	84	92	84	90	89	92	83	94	84	92
199. Should participate in selecting administrative personnal to be assigned to the school.										
Always/Often	32*	24	33*	28	29	13	31	21	32	21
Seldom	28	39	27	39	29	40	30	38	28	38
Never	40	37	40	33	42	47	39	41	40	41
190. Do participate in evaluating your own job performance.										
Always	37*	17	39*	17	39	19	34*	12	37	31
Often	30	41	29	38	34	44	31	49	30	24
Seldom/Never	33	42	32	45	27	37	35	39	33	45
200. Should participate in evaluating your own job performance.										
Always	53*	52	57*	51	56	55	47	53	53	55
Often	35	41	32	43	35	40	39	39	35	37
Seldom/Never	12	7	11	6	9	5	14	8	12	8
Students										
116. In this school, students have a chance to change things they don't like.										
Always/Often	44*	31	41*	27	34	37	52	38	44	27
Seldom	49	64	50	67	58	60	45	59	49	65
Never	7	5	9	6	8	3	3	3	7	8
143. Students participate in the development of school policies, procedures, and programs.										
Always/Often	45*	33	41*	29	35	33	55	45	45*	19
Seldom	47	58	49	61	53	62	42	48	47	65
Never	8	9	10	10	12	5	3	7	8	16

*p<.001

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Table DM-2
STUDENT SURVEY: DECISION MAKING

Percent of Students by Group and Level Responding Always, Often, Seldom, or Never to Statements Concerning Decision Making

	STOT		SELEM		SMID		SSEC		K-12	
SURVEY ITEM	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR
17. We have a chance to change things we don't like.										
Always	9*	7	13*	10	8	11	7*	3	9*	5
Often	28	23	31	27	26	33	26	19	28	22
Seldom/Never	63	70	56	63	66	56	67	78	63	73
21. Students in this school participate in developing school policies and programs.										
Always	19*	11	23*	13	20*	10	15*	9	19*	10
Often	47	39	44	37	48	43	48	41	47	38
Seldom/Never	34	50	33	50	32	47	37	50	34	52
97. Teachers listen to our suggestions for program changes.										
Always	18*	13	27*	20	18*	11	12*	6	18*	12
Often	41	36	41	36	40	38	42	34	41	36
Seldom/Never	41	51	32	44	42	51	46	60	41	52

*p<.001

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Support Services and Facilities

> This dimension refers to the perceived adequacy of school support services and to the condition and use of the school building. Subdimensions include library services, secretarial services, worthwhileness of inservice programs, pleasantness and cleanliness of the school, and use of the building. (Frymier, et al., 1984, pp. 10-11)

Only the teacher survey included the dimension of support services and facilities. Eight items were designed to measure it, seven of which were significant and the responses favored the Good Schools Project (GSP) schools over the Middle Tennessee Rural (MTR) schools. The findings in this section were very consistent with the widespread feeling that rural schools frequently have insufficient resources. Data related to support services and facilities are presented to Table SS-1 (Teacher Survey).

Two items dealt with library resources. Item 37 asked about the degree to which library services meet the needs and interests of students. Figure SS-1 shows the percent of teachers by group and level responding Always. The differences are highly significant ($p<.001$) and favor the GSP schools at all levels. Item 41 inquired about whether or not library services meet the needs of teachers. Figure SS-2 shows the percent of teachers by group and level who answered Always. These differences are also highly significant and favor the GSP schools at all levels.

Two items addressed the pleasantness and cleanliness of the schools' physical plant. Item 134 asked whether or not the building is pleasant to be in. Figure SS-3 shows the percent of teachers by group and level who responded Always.

Figure SS-1

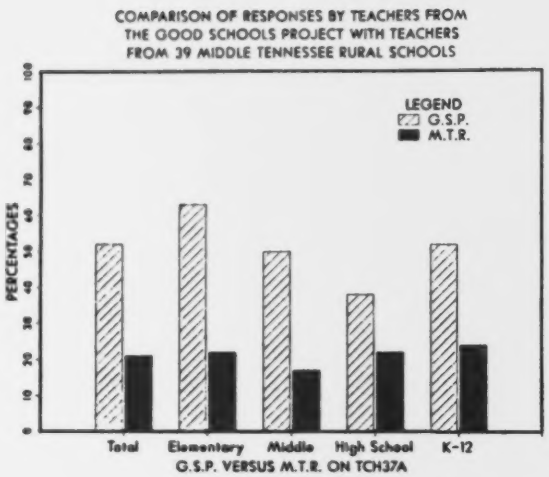


Figure SS-2

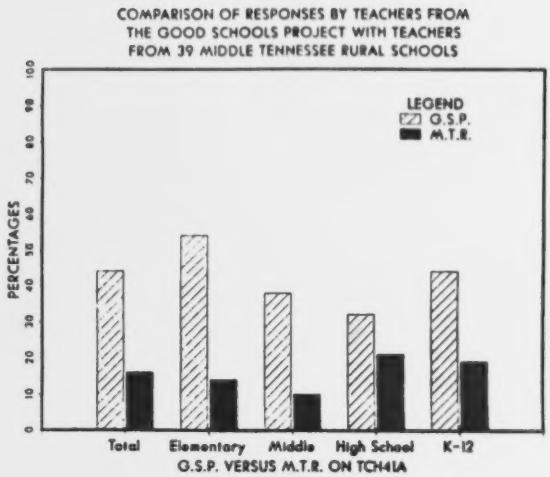


Figure SS-3

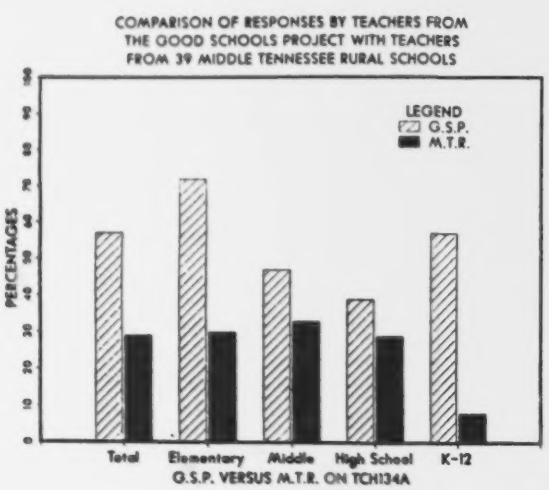
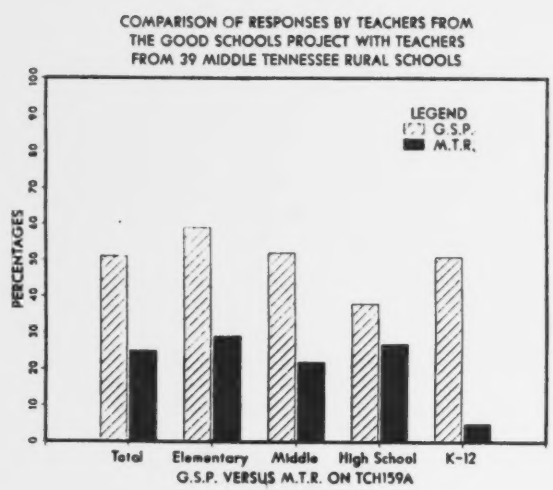


Figure SS-4



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Differences at all levels were significant, favoring the GSP schools. K-12 schools from the MTR group were particularly low. Elementary schools from the GSP group were especially positive about their schools. Item 159 sought information related to whether or not the building and grounds are kept clean. Figure SS-4 shows the percent of teachers by group and level responding Always. Differences were highly significant at all levels, favoring the GSP schools.

Item 64 asked the degree to which adequate secretarial service is available. Figure SS-5 shows the percent of teachers by group and level who answered Always. Sharp differences were evident in the groups at all levels. GSP schools were perceived by their teachers as having more adequate secretarial assistance.

Item 103 sought reactions to inservice opportunities. It asked whether or not inservice programs at the school are worthwhile. Figure SS-6 shows the percent of teachers by group and level who answered Always. Both groups gave inservice activities relatively low ratings, however, MTR teachers rated them even lower than GSP teachers. The difference was significant ($p<.001$).

The remaining two items asked about the use of school buildings. Item 110 asked if students and teachers are allowed to put things on the walls in the building. Figure SS-7 shows the percent of teachers by group and level responding Always. The difference between the total of the groups was not found to be significant. Similar patterns

Figure SS-5

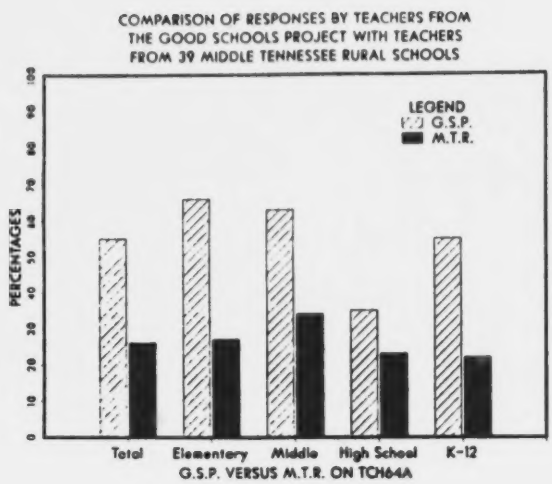


Figure SS-6

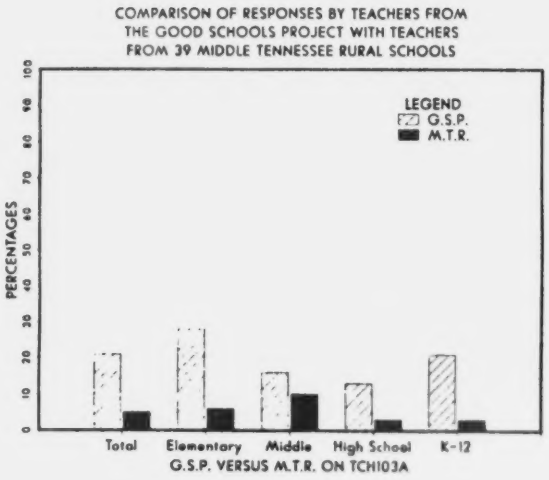


Figure SS-7

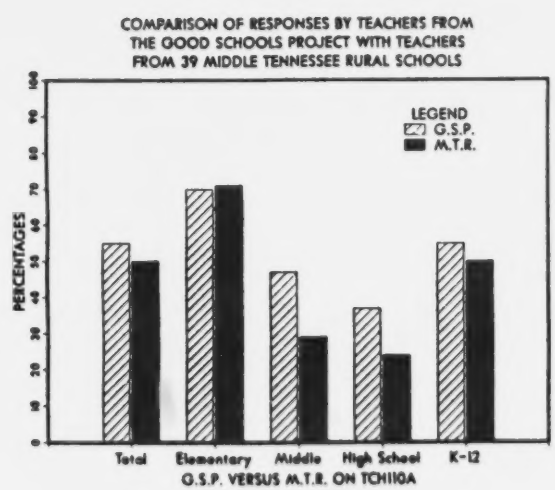
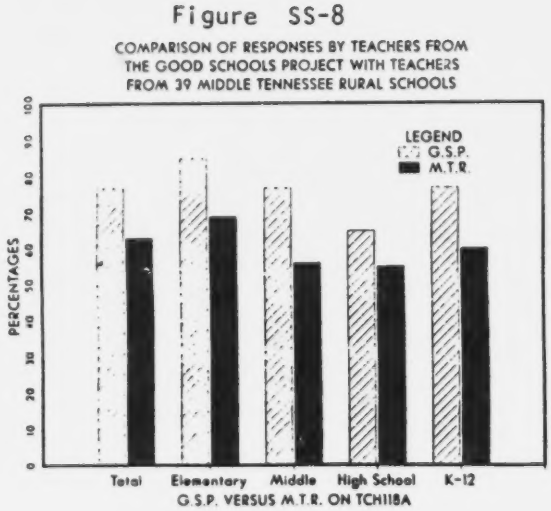


Figure SS-8



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were found for the different levels, with secondary and middle schools indicating less freedom in the use of walls. Item 118 asked if furniture and equipment can be rearranged as desired. Figure SS-8 shows the percent of teachers by group and level who answered Always. This response accounted for the majority of both groups at all levels. The difference, however, was significant, with GSP schools indicating greater freedom.

CONCLUSIONS AND RECOMMENDATIONS

MTR teachers perceived their schools as having less than adequate library resources and secretarial services. Their professional support in the form of inservice was seen as less worthwhile. Buildings and grounds in MTR schools were described as less pleasant to be in and were perceived as less clean.

The resolution of these problems is partially monetary. Rural schools need more economic resources to achieve the level of education desired. However, setting up in-house staff and student groups to solve resource and building and grounds problems might bring dramatic improvement with substantially lower costs.

Table SS-1
TEACHER SURVEY: SUPPORT SERVICES AND FACILITIES

Percent of Teachers by Group and Level Responding Always, Often, Seldom, or Never to Statements Concerning Support Services and Facilities

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
Library Services										
37. Library services meet the needs and interests of students.										
Always	52*	21	63*	22	50*	17	38*	22	52*	24
Often	38	55	31	51	40	16	46	60	38	38
Seldom/Never	10	24	6	27	10	17	16	18	10	38
41. Library services meet the needs of teachers.										
Always	44*	16	54*	14	37*	10	32	21	44*	19
Often	44	58	39	56	48	69	51	60	44	40
Seldom/Never	12	26	7	30	15	21	17	19	12	41
Pleasantness/Cleanliness										
134. This school building is pleasant to be in.										
Always	57*	28	72*	31	48	33	39	29	57*	8
Often	38	58	26	59	43	53	52	56	38	60
Seldom/Never	5	14	2	10	9	14	9	15	5	32
159. The school building and grounds are kept clean.										
Always	51*	25	59*	29	52*	22	38*	27	51*	5
Often	43	54	36	51	41	73	54	47	43	57
Seldom/Never	6	21	5	20	7	5	8	26	6	38
Secretarial										
64. Adequate secretarial service is available.										
Always	55*	26	66*	27	63*	34	35*	23	55*	22
Often	31	44	26	43	29	50	41	41	31	51
Seldom/Never	14	30	8	30	8	16	24	36	14	27

*p<.001

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Table SS-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
Inservice Worthwhile										
103. Inservice programs at this school are worthwhile.										
Always	21*	6	28*	6	16	10	13*	3	21*	3
Often	54	56	55	62	53	54	52	53	54	38
Seldom/Never	25	38	17	32	31	36	35	44	25	59
Use of Building										
110. Teachers and students are allowed to put things on the walls in this building.										
Always	55*	50	70	71	47	29	37	24	55	50
Often	33	39	23	26	39	50	45	55	33	45
Seldom/Never	12	11	7	3	14	21	18	21	12	5
118. Furniture and equipment can be rearranged as desired.										
Always	77*	63	85*	69	77*	56	65	55	77	60
Often	21	33	14	27	20	35	31	42	21	38
Seldom/Never	2	4	1	4	3	9	4	3	2	2

*p<.001

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Commitment

> Commitment refers to attitudes and beliefs which result in dedication to the school and its goals, and behavior which is motivated by this dedication rather than the likelihood of extrinsic reward or punishment. The subdimensions of commitment include staff commitment, student commitment, parent commitment, factors that casue high levels of commitment, teacher pride and morale, teacher openness, and teacher acceptance of responsibility (Frymier, et.al. p. 10).

Significant differences for the total groups ($p<.001$) were found on all but two of the items on the teacher survey administered in the Good Schools Project (GSP) and selected Middle Tennessee Rural (MTR) schools. All items on the student survey yielded significant differences. These differences were spread over all of the subdimensions and consistently indicated higher levels of commitment among students, teachers, administrators, other school staff, and parents associated with GSP schools. Data related to commitment are presented in Table CO-1 (Teacher Survey) and Table CO-2 (Student Survey).

Two items on the teacher survey addressed the subdimension of student commitment. Item 130 asked whether or not students have a lot of school spirit. Figure CO-1 shows the percent of teachers by group and level who responded Always. Teachers in GSP schools perceived their students to have greater school spirit than did teachers in MTR schools. Item 33 inquired whether or not there is a lot of student participation in academic clubs, sports, and music and drama activities. Figure CO-2 shows the percent of teachers by group and level who responded Always. The

Figure CO-1

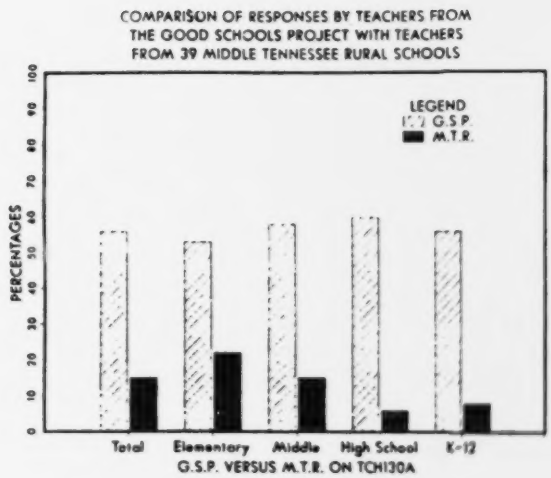


Figure CO-2

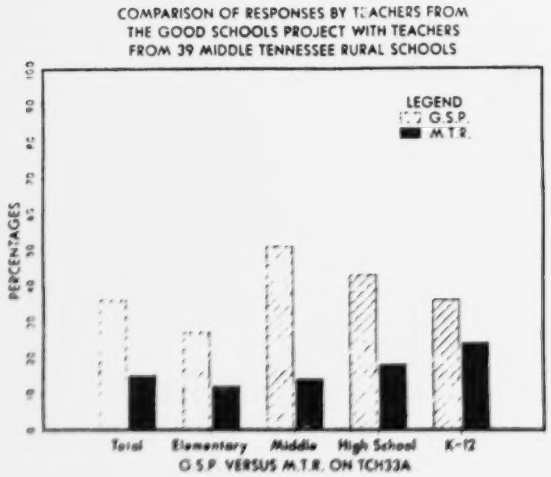


Figure CO-3

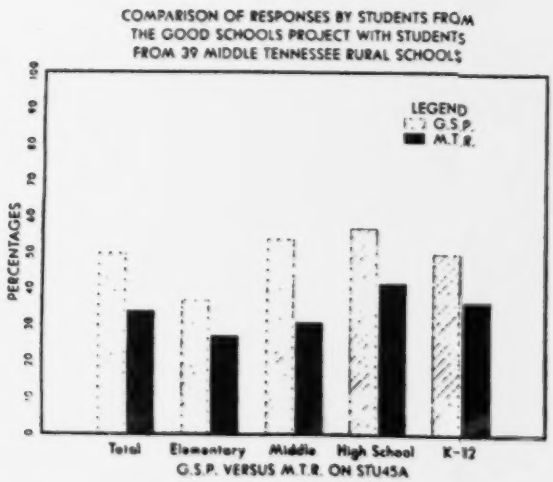
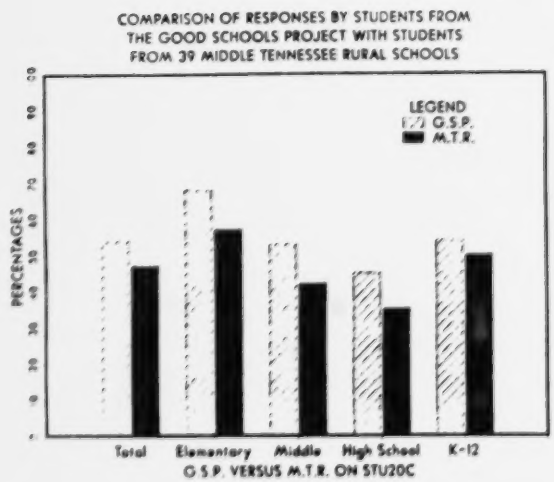


Figure CO-4



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differences between the groups were significant across all levels. GSP teachers indicated higher levels of participation by students. The student survey asked this same question (Item 45). Figure CO-3 shows the percent of students by group and level who responded Always. Their perceptions were similar to those of the teachers.

Four other items on the student survey dealt with the subdimension of student commitment. Item 20 asked if students tend to watch the clock and count the minutes until school ends. Figure CO-4 shows the percent of students by group and level responding Seldom/Never. GSP students perceived of themselves as watching the clock and counting the minutes less often than did MTR students. Item 61 asked students if the work they do in school is important to them. Figure CO-5 shows the percent of students by group and level answering Always. Differences favoring the GSP group were present at all levels, however, less difference was found in the middle schools. Item 78 inquired whether or not the school is a good place to be. Figure CO-6 shows the percent of students by group and level responding Always. GSP students consistently perceived their schools as more pleasant than did MTR students. Item 100 on the student survey asked if good luck is more important than hard work for success in school. Figure CO-7 shows the percent of students by group and level who answered Always. MTR students indicated that success depended more on luck than on hard work at a higher rate than GSP students. The difference was only slight at the elementary and secondary

Figure CO-5

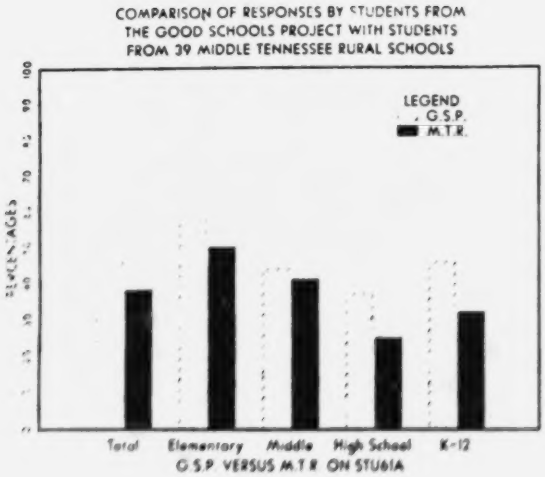


Figure CO-6

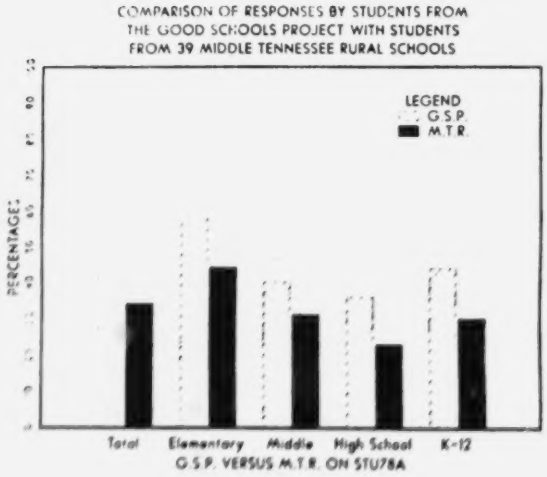


Figure CO-7

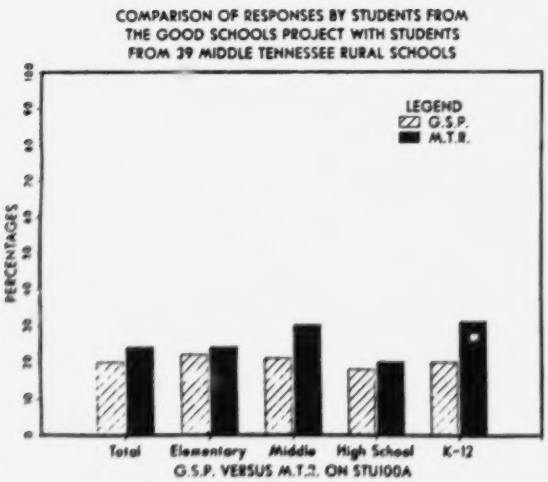
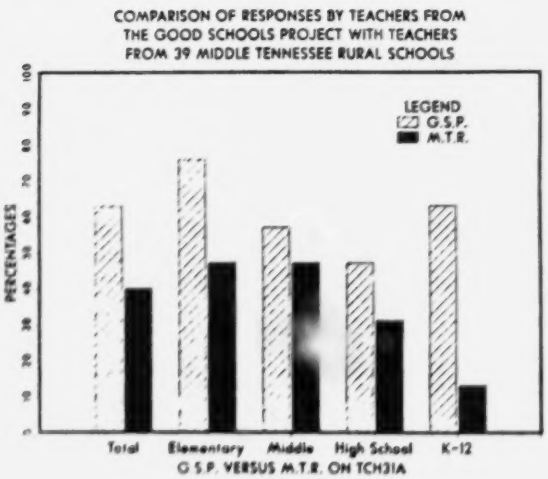


Figure CO-8



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school levels.

Three items on the teacher survey inquired about teacher pride and morale. Item 31 asked if teachers are proud to work at this school. Figure CO-8 shows the percent of teachers by group and level who answered Always. Differences favoring the GSP teachers were present and significant at all levels. Item 43 asked whether or not the morale of teachers is high. Figure CO-9 shows the percent of teachers responding Always. Clearcut differences were found for all levels. GSP teachers indicated that morale among teachers was higher in their schools. Item 63 asked if teachers maintain high standards for themselves. Figure CO-10 shows the percent of teachers by group and level who answered Always. GSP teachers perceived themselves as maintaining high standards for themselves with a higher frequency than did MTR teachers. This was true at all levels.

Six items on the teacher survey focussed on teacher and principal openness. Item 40 asked if teachers are receptive to suggestions for program improvement. Figure CO-11 shows the percent of teachers by group and level responding Always. GSP teachers consistently and significantly perceived themselves as more open to consideration of suggestions for program improvement. Item 91 inquired about whether or not teachers try new ideas to improve their teaching. Figure CO-12 shows the percent of teachers by group and level who answered Always. GSP teachers indicated

Figure CO-9

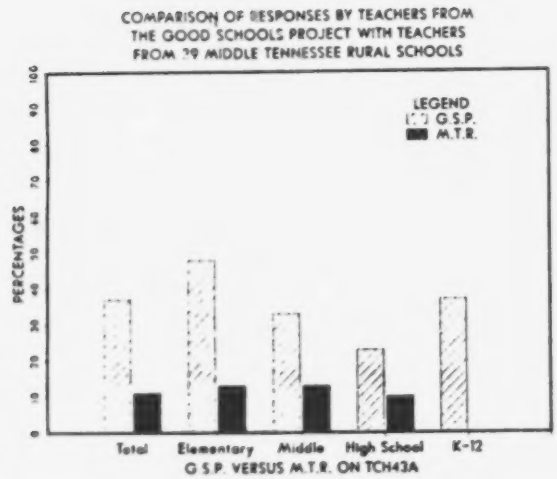


Figure CO-10

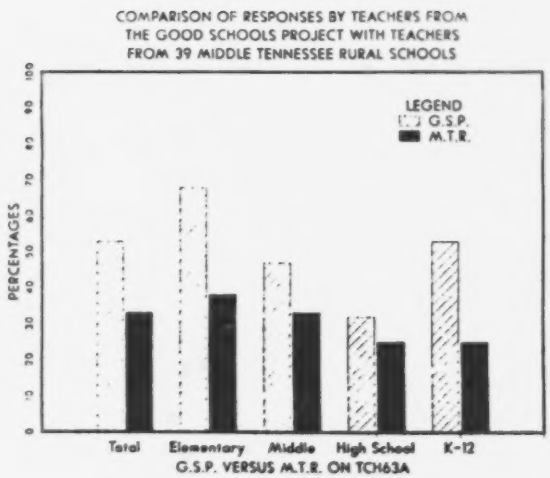


Figure CO-11

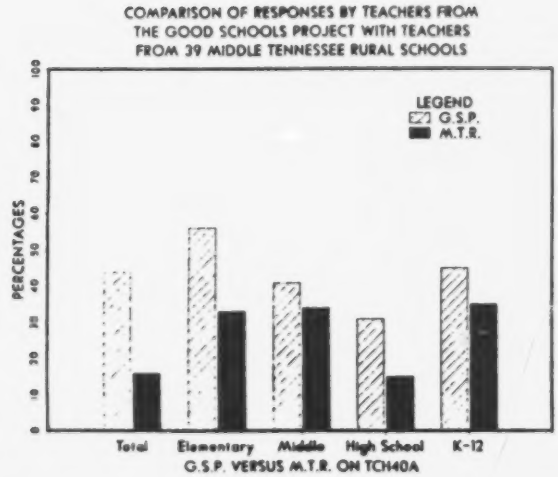
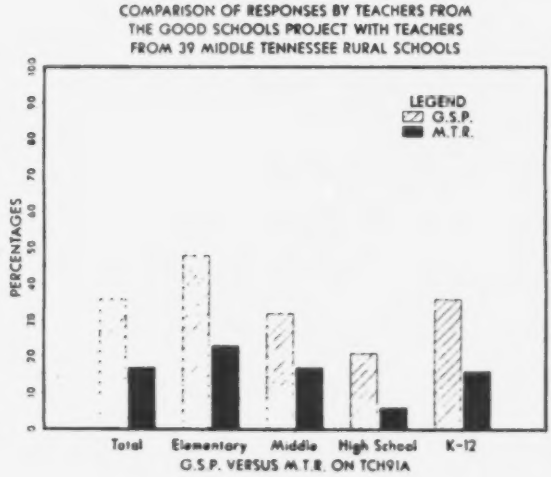


Figure CO-12



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a higher incidence of trying new ideas. Item 145 asked if staff members are flexible--if they are able to consider their positions on issues and change their minds. Figure CO-13 shows the percent of teachers by group and level responding Always. Differences at all levels favored GSP teachers, but the difference at the middle school level was only slight.

Item 147 on the teacher survey asked if the principal encourages teachers to try out new ideas. Figure CO-14 shows the percent of teachers by group and level who responded Always. Differences were present at all levels and favored GSP teachers. Item 122 inquired about the extent to which teachers participate in professional development activities outside of school. Figure CO-15 shows the percent of teachers by group and level answering Always. Differences favoring GSP teachers were present at all levels. Item 78 asked whether or not the principal shares new ideas with teachers. Figure CO-16 shows the percent of teachers by group and level answering Always. The differences were significant at all levels. GSP teachers found their principals to share new ideas more often than did MTR teachers.

Six items on the teacher survey focussed on the subdimension of staff acceptance of responsibility. Item 59 asked if administrators, teachers and other staff members are working hard to improve the school. Figure CO-17 shows the percent of teachers by group and level responding Always. Differences were present at all levels and favored

Figure CO-13

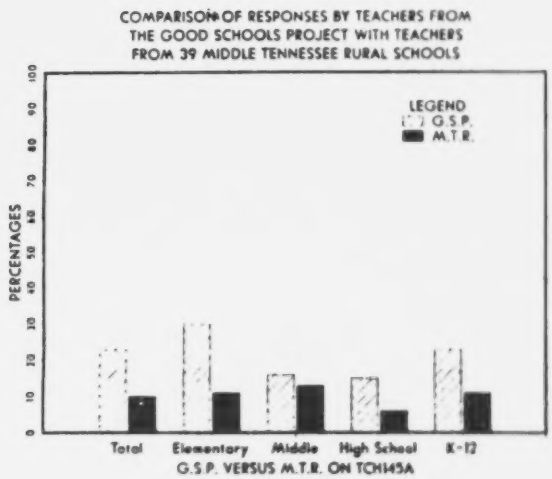


Figure CO-14

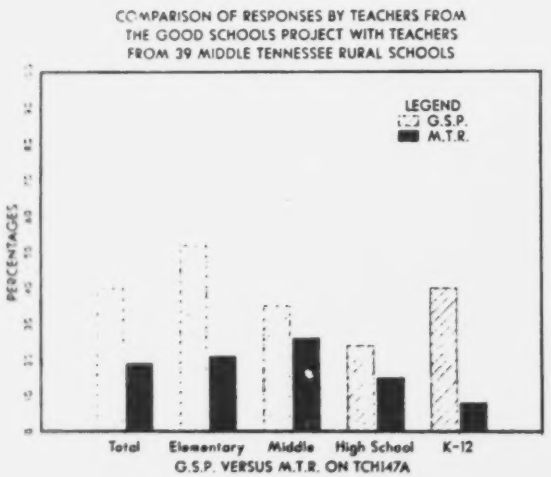


Figure CO-15

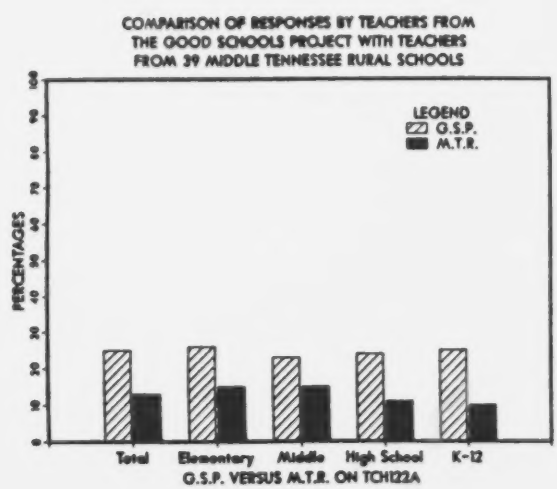
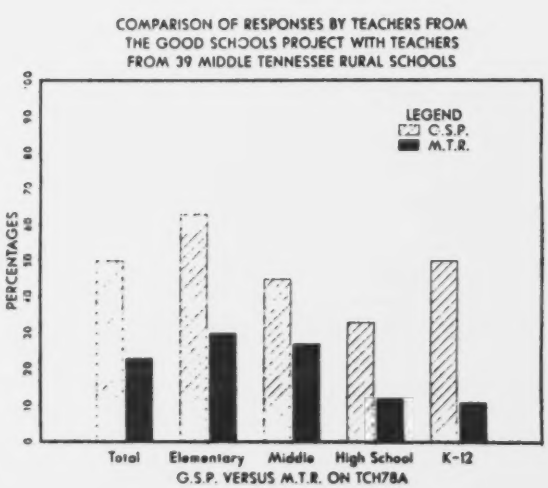


Figure CO-16



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GSP schools. Item 69 asked if rules and red tape in the school make it difficult to get things done. Figure CO-18 shows the percent of teachers by group and level who answered Never. MTR teachers indicated that their schools were burdened more heavily with rules and red tape than did the GSP teachers. Item 105 asked if too many factors affecting what happens in the school are beyond the control of the teachers. Figure CO-19 shows the percent of teachers answering Never. GSP teachers perceived teachers as having greater control and, therefore, more responsibible for what happens in their schools than MTR teachers.

Item 158 asked whether or not people in this school complain about things, but are reluctant to do anything about them. Figure CO-20 shows the percent of teachers by group and level who responded Always. MTR teachers consistently indicated that this behavior occurred more frequently at their schools than did GSP teachers. Item 92 inquired whether or not teachers feel responsible for student learning. Figure CO-21 shows the percent of teachers by group and level answering Always. Differences were present at all levels and favored GSP schools. However, the difference at the middle school level was less than that at other levels. Item 119 asked if the staff is task oriented--if jobs get completed and there is little wasted time. Figure CO-22 shows the percent of teachers by group and level who responded Always. Differences were present at all levels and favored GSP schools.

Figure CO-17

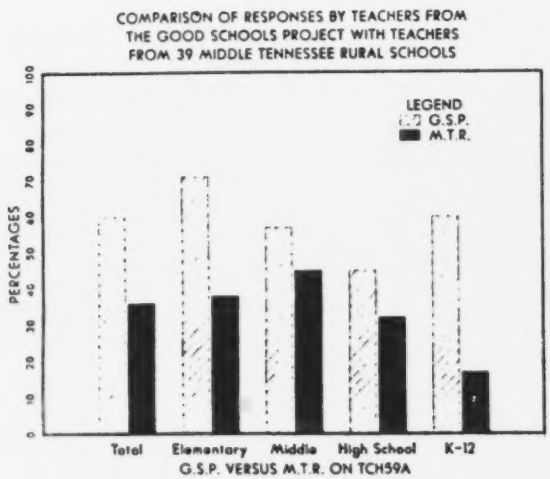
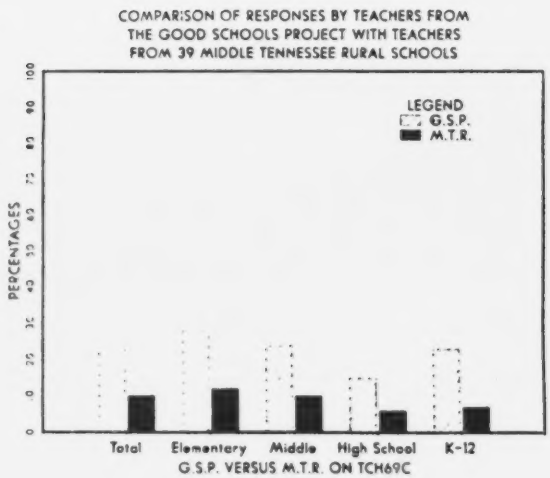


Figure CO-18



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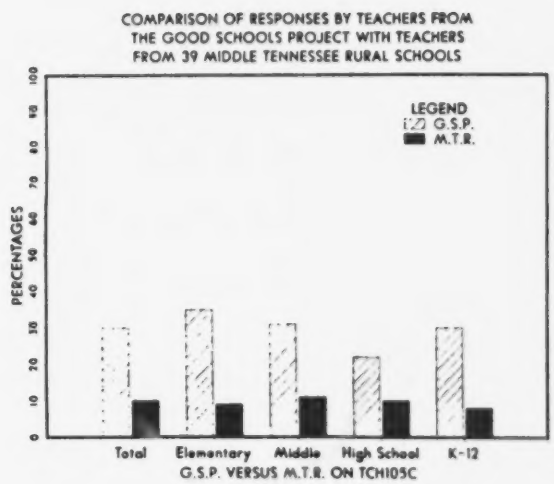

Figure CO-20

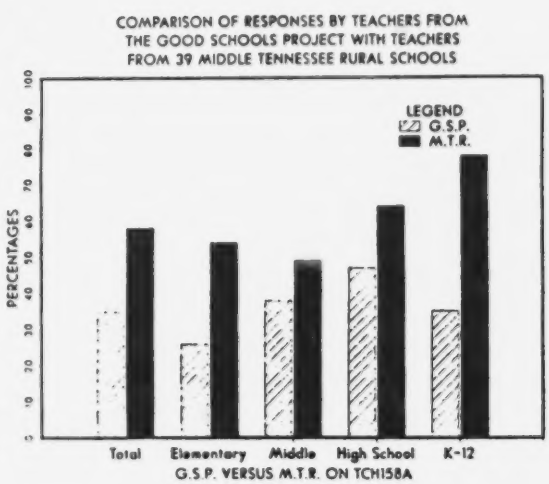

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Figure CO-21

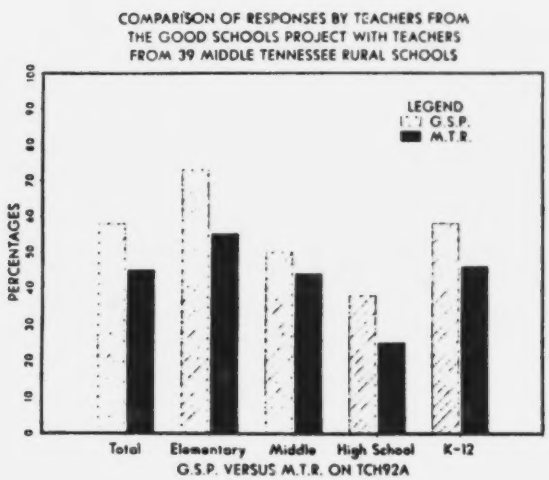


Figure CO-22

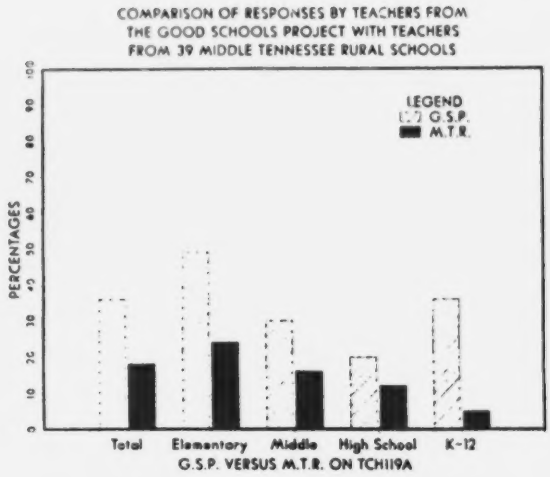


Figure CO-23

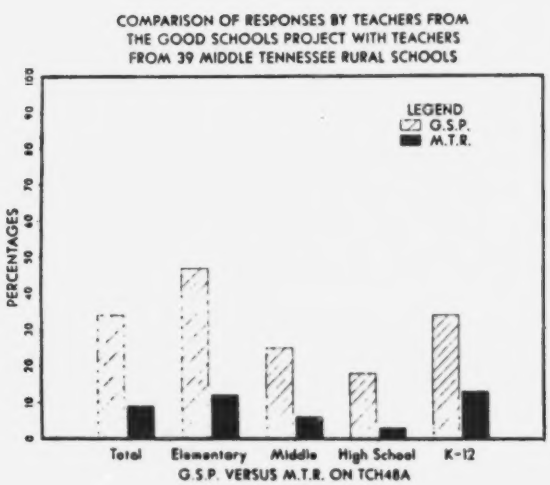
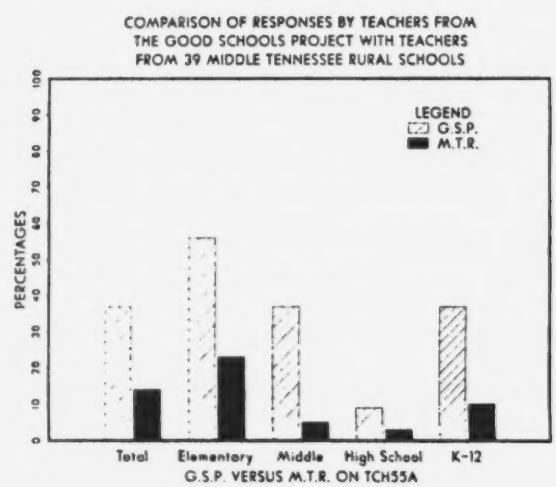


Figure CO-24



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The subdimension of parent commitment was measured by eight items on the teacher survey. Item 48 asked if parents support school activities. Figure CO-23 shows the percent of teachers by group and level responding Always. Differences were significant at all levels, with GSP teachers perceiving parents in their schools as supporting them better than did MTR teachers. Item 55 asked whether or not parents serve as teacher aides in the school. Figure CO-24 shows the percent of teachers by group and level who answered Always/Often. GSP teachers indicated with greater frequency than did MTR teachers that parents in GSP schools served as aides at all levels. Item 68 asked whether or not parents support school rules. Figure CO-25 shows the percent of teachers by group and level answering Always. Significant differences were found across all levels. Parents associated with GSP schools were perceived by teachers as supporting school rules more frequently than parents associated with MTR schools. Item 72 asked if parents work in the school library. Figure CO-26 shows the percent of teachers by group and level who responded Always. The difference between the groups was only slight at the secondary level, but it significantly favored the GSP schools at other levels and for the total groups.

Item 85 inquired whether or not parents come to school to discuss their children's problems. Figure CO-27 shows the percent of teachers by group and level who indicated Seldom/Never. MTR teachers clearly indicated that they

Figure CO-25

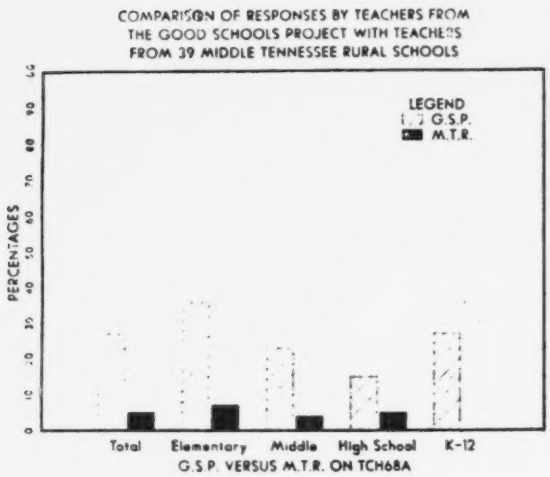


Figure CO-26

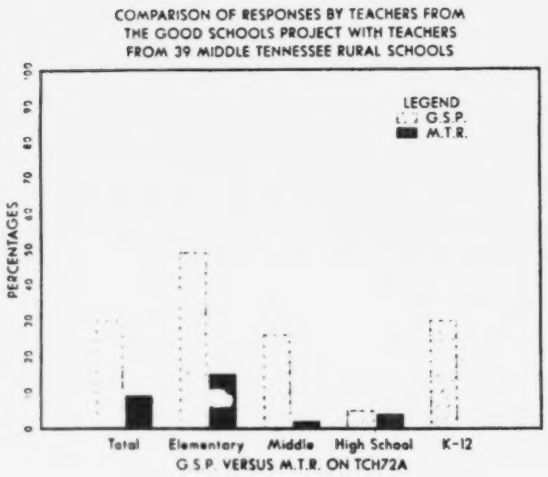


Figure CO-27

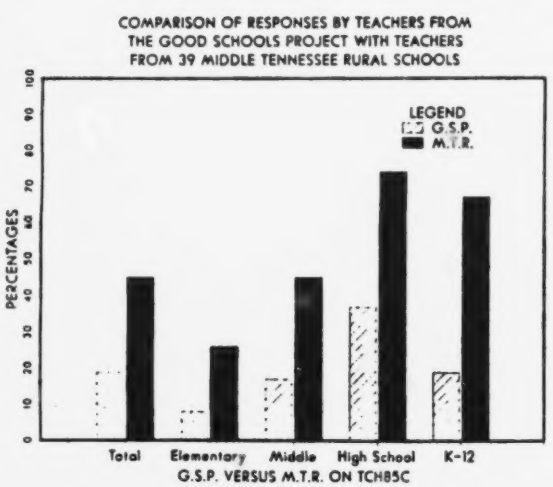
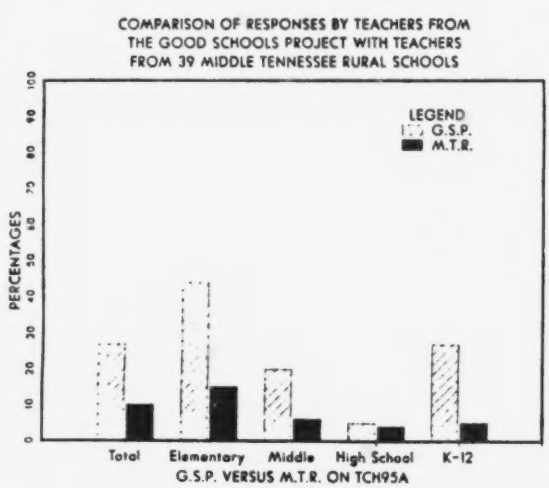


Figure CO-28



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perceived parents associated with their schools coming to school to discuss children's problems less often than did GSP teachers. Item 95 asked if parents tutor students at the school. Figure CO-28 shows the percent of teachers by group and level responding Always/Often. The difference at all levels favored GSP schools, however, there was only a slight difference at the secondary level. Item 129 asked if parents encourage and support teachers' efforts. Figure CO-29 shows the percent of teachers by group and level answering Always. Differences at all levels favored the GSP schools. Item 146 asked whether or not parents make sure their children do their homework. Figure CO-30 shows the percent of teachers by group and level who responded Seldom/Never. Parents at all levels associated with MTR schools were perceived as less likely to see that homework was done than those associated with GSP schools.

Four items inquired about the amount of time teachers devote to various school-related work. Item 3 asked how much time the teacher spends each day on extra- or co-curricular duties, such as music or athletics. Figure CO-31 shows the percent of teachers by group and level who answered Less than one hour. Elementary and middle school GSP teachers indicated that they spent less time in these tasks than the same level MTR teachers. The reverse was true for secondary teachers, and K-12 MTR teachers tended to spend about the same amount as the total group of GSP teachers. Item 4 asked the amount of time the teacher

Figure CO-29

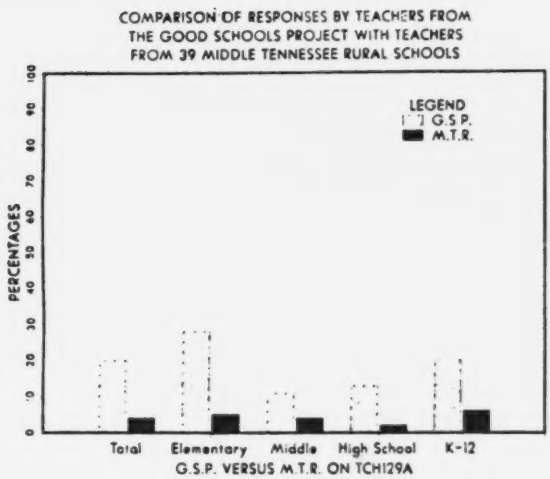


Figure CO-30

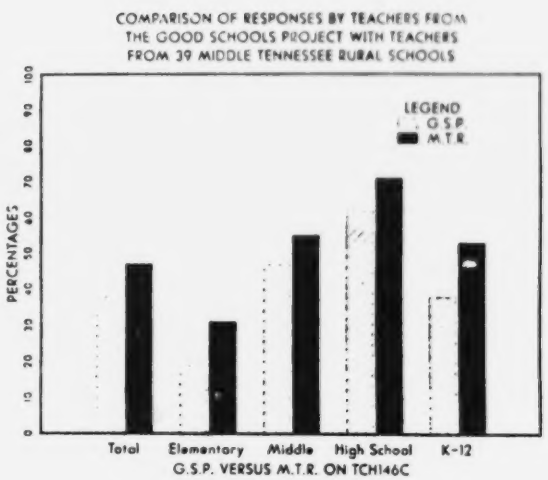


Figure CO-31

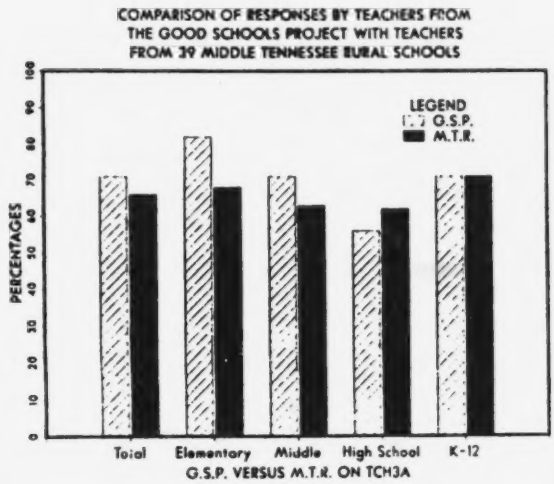
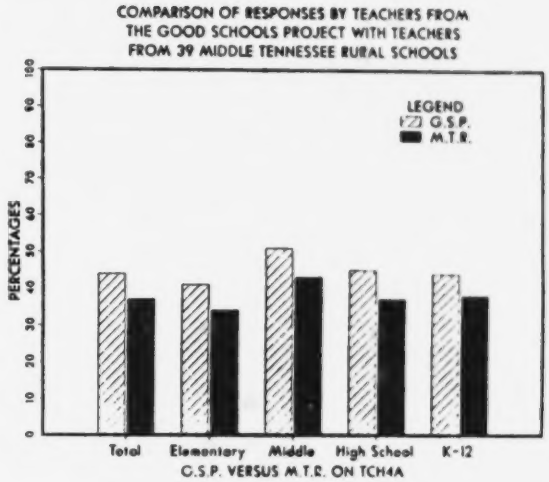


Figure CO-32



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spends per day after school hours checking and grading papers and preparing for class. Figure CO-32 shows the percent of teachers by group and level who responded Less than one hour. Differences in favor of GSP teachers were present at all levels, but the difference between the total groups was not significant p<.001). Item 5 asked the amount of time teachers spend per day after school with students. Figure CO-33 shows the percent of teachers by group and level who answered Less then one-half hour. MTR teachers indicated that they spent less time at all levels except elementary. Percentages were the same for both groups at the elementary school level. Item 6 asked for the total amount of time the teacher works per day on school-related activities. Table CO-34 shows the percent of teachers by group and level responding Less than eight hours. Differences on this item were not significant (p<.001) for the total groups. Slight differences favored GSP teachers at elementary, middle, and K-12 levels. The difference favored MTR teachers at the secondary level.

Item 7 and Item 8 inquired about days missed by the teacher during the preceding year. Item 7 was concerned with days missed for health or personal reasons. Figure CO-35 shows the percent of teachers who indicated More than five days. With the exception of the middle school level where differences were very slight, GSP teachers indicated that they missed fewer days for health and personal reasons. Item 8 asked the number of teaching days missed for professional reasons. Figure CO-36 shows the percent of

Figure CO-33

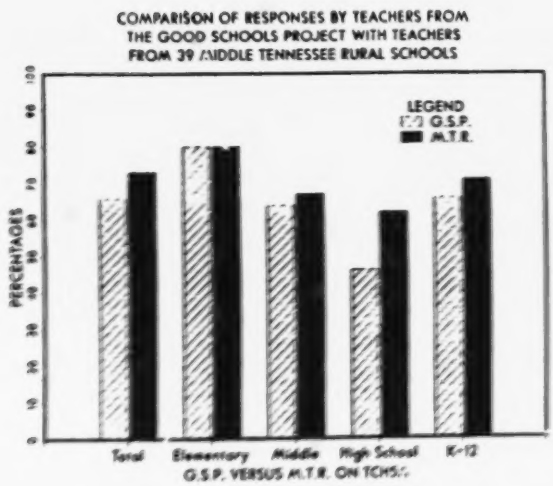


Figure CO-34

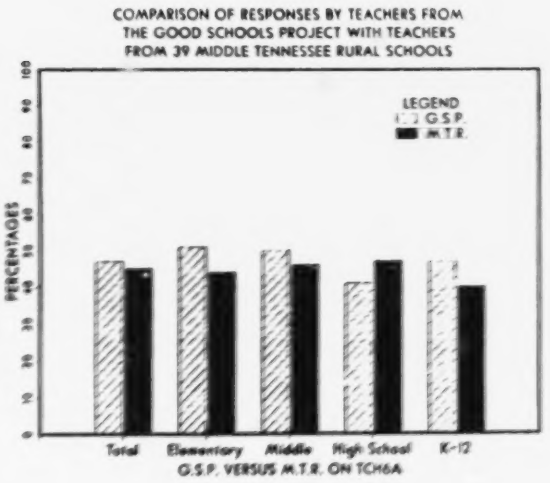


Figure CO-35

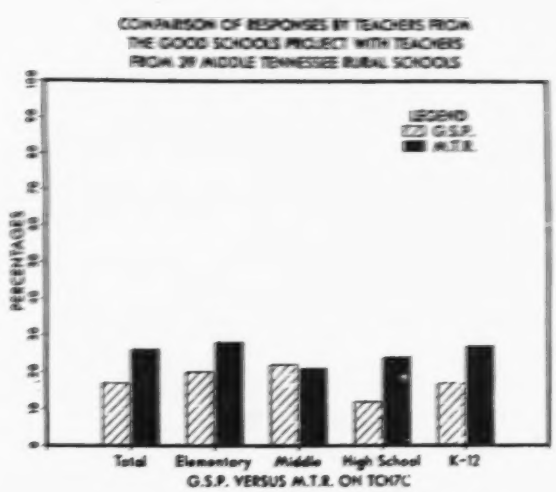
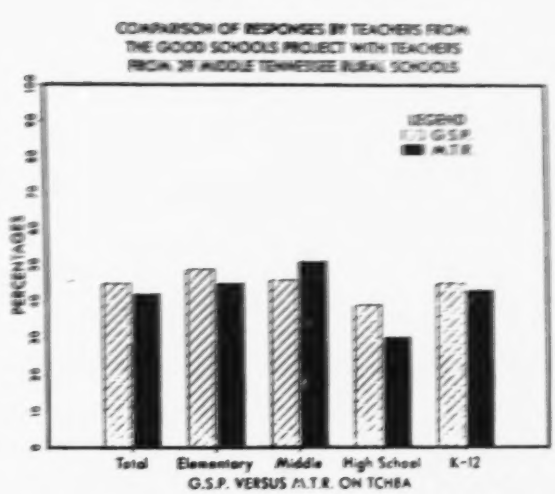


Figure CO-36



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teachers by group and level answering None. The difference for the total groups is significant ($p<.001$). Except at the middle school level, differences indicated that GSP teachers missed fewer days of teaching for professional reasons. Item 70 inquired whether or not teachers put in extra time and effort to improve the school. Figure CO-37 shows the percent of teachers by group and level who responded Always. The differences were significant across all levels and clearly favored GSP schools.

Item 46 asked if the teacher plans to teach until retirement. Figure CO-38 shows the percent of teachers by group and level who answered Always. Differences favored GSP teachers at elementary and K-12 levels, but favored MTR teachers at middle and secondary levels. Item 137 inquired whether or not teachers support school policies and procedures. Figure CO-39 shows the percent of teachers by group and level who indicated Always. Differences at all levels favored GSP schools. Item 141 asked if faculty meetings are worthwhile. Figure CO-40 shows the percent of teachers by group and level answering Always. Differences favored GSP schools at elementary, secondary, and K-12 levels and for the total groups. MTR middle school teachers perceived their faculty meetings to be worthwhile at a higher level than did GSP teachers. Item 144 asked if teachers spend time after school with students who have individual problems. Figure CO-41 shows the percent of teachers by group and level who responded Seldom/Never.

Figure CO-37

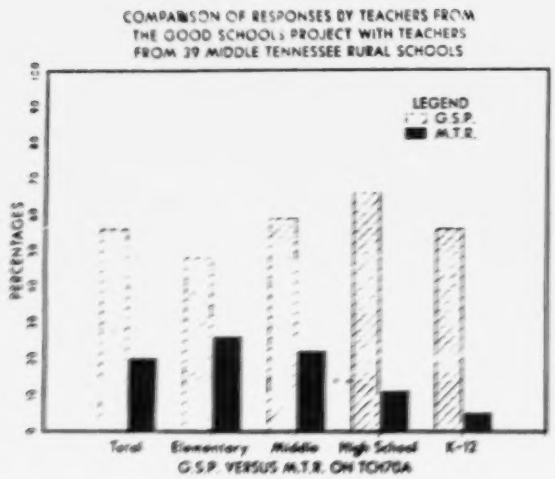


Figure CO-38

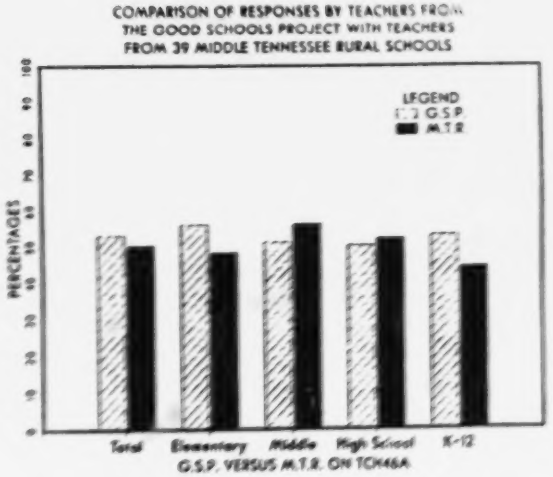


Figure CO-39

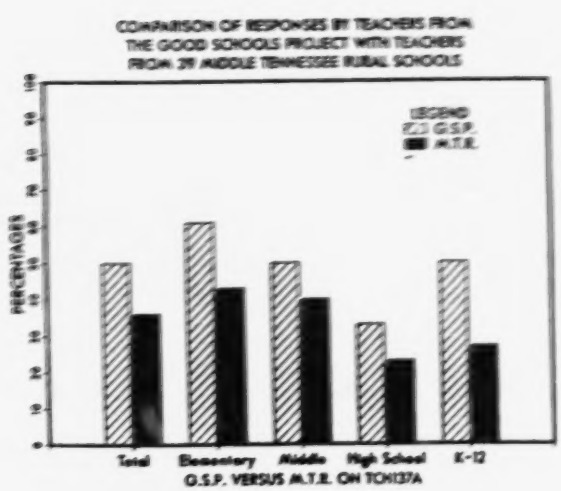
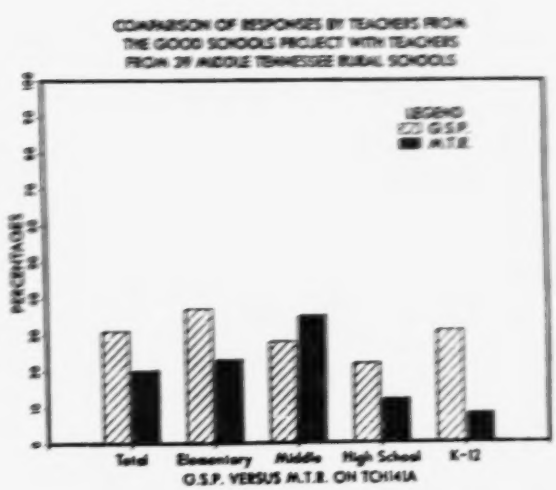


Figure CO-40



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Clearly, MTR teachers perceived themselves as spending less time in this way than did GSP teachers.

Six items on the student survey explored student perceptions of staff commitment. Item 25 asked if teachers like to work at the school. Figure CO-42 shows the percent of students by group and level who responded Always. Differences at all levels indicated that GSP students viewed their teachers as enjoying their work at a higher rate than MTR students. Item 59 asked if teachers in the school help out with student activities. Figure CO-43 shows the percent of students by group and level answering Always. Responses at the secondary level indicated the two groups were very comparable. At other levels, the differences favored GSP schools. Item 63 inquired whether or not teachers spend time after school with students who have individual problems. Figure CO-44 shows the percent of students by group and level who responded Seldom/Never. Students and teachers agreed on this item. In both instances, MTR teachers were seen as spending less time in this way.

Item 65 asked if teachers put a lot of time and effort into their work. Figure CO-45 shows the percent of students by group and level answering Always. GSP students perceived their teachers as devoting more time and effort to their jobs than did MTR students. Item 64 asked if teachers leave the building as soon as possible when the school day ends. Figure CO-46 shows the percent of students by group and level responding Seldom/Never. With the exception of the

Figure CO-41

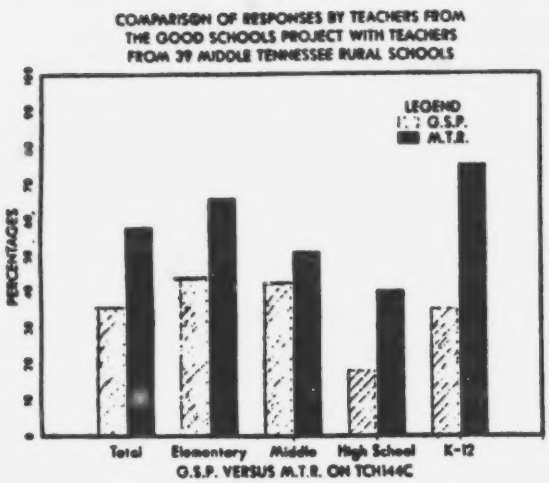


Figure CO-42

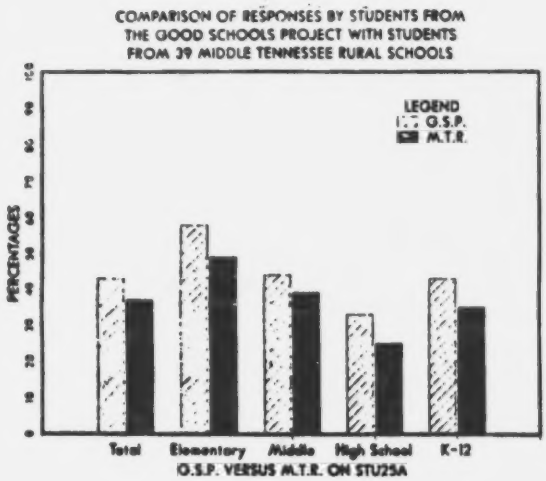


Figure CO-43

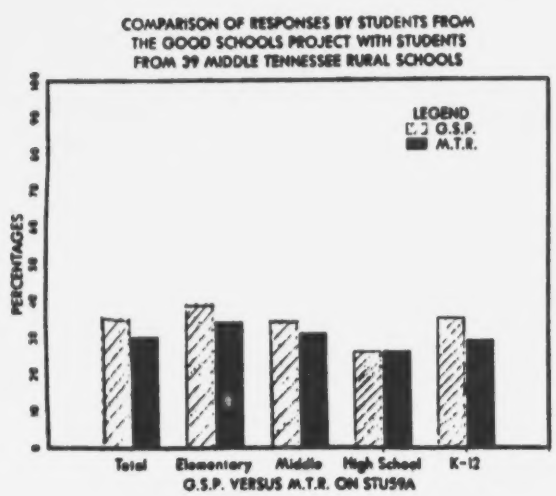
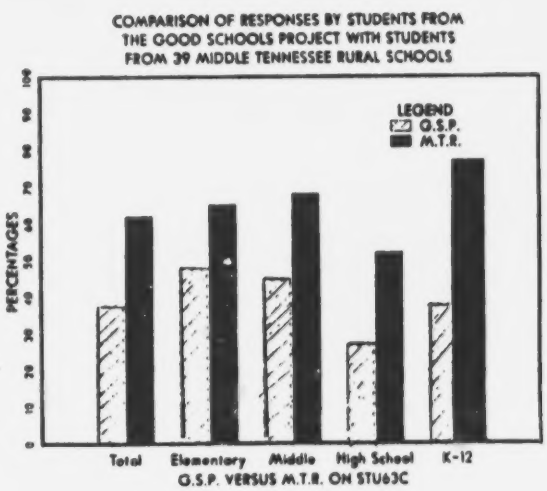


Figure CO-44



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middle school level, MTR teachers were perceived by students to leave sooner after school than were GSP teachers. Item 99 inquired whether or not teachers and administrators work hard to improve the school. Figure CO-47 shows the percent of students by group and level who answered Always. Differences at all levels favored GSP schools.

Conclusions and Recommendations

Numerous significant differences were found on items measuring the dimension of commitment. Both teachers and students in GSP schools perceived the levels of commitment to be higher in their schools than did teachers and students in MTR schools. This perception prevailed regardless of the school-related group under consideration. MTR parents were seen as less supportive of the schools, less involved in the activities of the schools, and less involved in assuring the success of their own children in school. MTR teachers were viewed as spending less time in improving the school and less time helping students after school. They indicated less pride in their work, lower standards for themselves, and lower levels of morale. They were also less receptive to suggestions for program improvement and did not appear to work as hard for improvement in the schools. They were less supportive of school policies and procedures and more apt to complain, but not act to change conditions. Teachers in MTR schools and GSP schools tended to be quite similar in the amount of time they devoted to school-related work. MTR principals were less likely to share new ideas with teachers

Figure CO-45

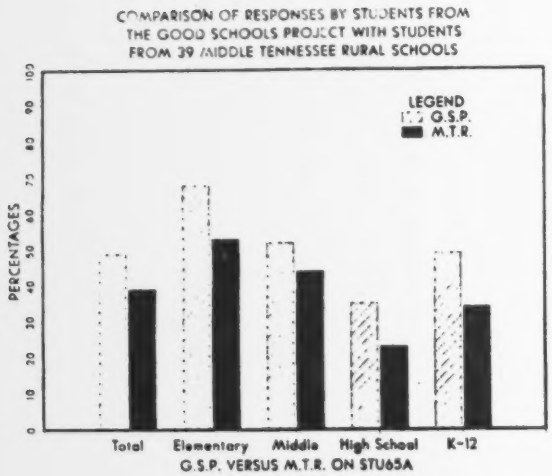


Figure CO-46

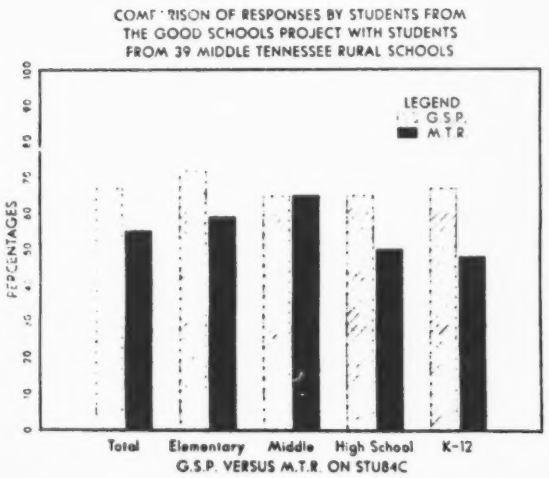
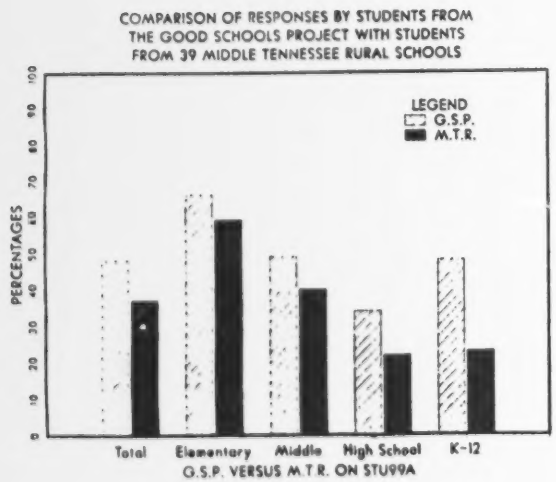


Figure CO-47



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and less likely to encourage them to try new ideas. Students in MTR schools were perceived as having less school spirit, as watching the clock more, and as trusting luck rather than hard work more often than GSP students.

Parent and community involvement in the schools appears to be a paramount need for MTR schools. Deliberate efforts to cultivate it would probably yield results that could play a variety of significant roles in enhancing education in these schools. Encouraging teachers and principals to search for and try new ideas and recognizing those that do might bring a new and higher level of satisfaction to the job. If done cooperatively throughout the school, it could bring a sense of unity and purpose to teachers as they share ideas and support each other in trying them. Student school spirit often reflects that of the community, the school administrative staff, and the teachers. Working to involve parents and community and increasing the enthusiasm with which teachers fill their work might indirectly improve the school spirit and academic motivation of students.

Table CO-1
TEACHER SURVEY: COMMITMENT

Percent of Teachers by Group and Level Responding Always, Often, Seldom, or Never to Statements Concerning Staff, Student, and Parent Commitment

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
Indices of Student Commitment										
130. Students have a lot of school spirit.										
Always	56*	15	53*	22	58*	15	60*	6	56*	8
Often	29	63	40	65	24	70	15	56	29	60
Seldom/Never	15	22	7	13	18	15	25	38	15	32
33. There is a lot of student participation in academic clubs, sports, and music and drama activities.										
Always	36*	15	27*	12	51*	14	43*	18	36	24
Often	42	55	46	50	38	60	38	61	42	59
Seldom/Never	22	30	27	38	11	26	19	21	22	17
Indices of Staff Commitment: Teacher Pride and Morale										
31. Teachers are proud to work at this school.										
Always	63*	40	76*	47	57	47	47*	31	63*	13
Often	34	54	23	47	39	50	48	62	34	73
Seldom/Never	3	6	1	6	4	3	5	7	3	14
43. The morale of teachers is high.										
Always	37*	11	48*	13	33*	13	23*	10	37*	0
Often	50	59	44	57	53	72	57	61	50	46
Seldom/Never	13	30	8	30	14	15	20	29	13	54
63. Teachers maintain high standards for themselves.										
Always	53*	33	68*	38	47	33	32	25	53*	25
Often	44	63	30	59	51	62	63	71	44	65
Seldom/Never	3	4	2	3	2	5	5	4	3	10
Indices of Staff Commitment: Teacher and Principal Openness										
40. Teachers are receptive to suggestions for program improvement.										
Always	45*	28	56*	33	41	34	31*	16	45	35
Often	50	63	41	60	53	61	61	73	50	49
Seldom/Never	5	9	3	7	6	5	8	11	5	16

*p<.001

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Table CO-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
91. Teachers try new ideas to improve their teaching.										
Always	37*	17	48*	23	32	17	21*	6	37*	16
Often	59	76	50	74	62	79	72	82	59	65
Seldom/Never	4	7	2	3	6	4	7	12	4	19
145. Staff members are flexible; they are able to consider their positions on issues and change their minds.										
Always	23*	10	30*	11	16	13	15*	6	23	11
Often	66	74	61	72	70	81	71	75	66	67
Seldom/Never	11	16	9	17	14	6	14	19	11	22
147. The principal encourages teachers to try out new ideas.										
Always	40*	19	52*	21	35	26	24*	15	40*	8
Often	50	63	41	64	51	67	62	61	50	57
Seldom/Never	10	18	7	15	14	7	14	24	10	35
122. I participate in professional development activities outside of the school.										
Always	25*	13	26*	15	23	15	24*	11	25	10
Often	53	63	54	62	53	61	52	64	53	63
Seldom/Never	22	24	20	23	24	24	24	25	22	27
78. The principal shares new ideas with teachers.										
Always	50*	23	63*	30	45*	27	33*	12	50*	11
Often	41	57	32	52	41	67	53	65	41	48
Seldom/Never	9	20	5	18	13	6	14	23	9	41
Indices of Staff Commitment: Staff Acceptance of Responsibility										
59. Administrators, teachers, and other staff members are working hard to improve this school.										
Always	60*	36	71*	38	57	47	45	32	60*	18
Often	36	55	26	52	37	52	50	60	36	63
Seldom/Never	4	9	3	10	6	1	5	8	4	19

*p<.001

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Table CO-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
69. Rules and red tape in this school make it difficult to get things done.										
Always/Often	20	27*	14	27*	23*	15	28	32	20	30
Seldom	57	63	58	61	53	76	57	62	57	64
Never	23	10	28	12	24	10	15	6	23	6
105. Teachers are not responsible for what happens at this school; too many factors are beyond their control.										
Always/Often	23	32*	19	30*	24*	24	28*	38	23	43*
Seldom	47	58	46	61	45	65	50	52	47	49
Never	30	10	35	9	31	11	22	10	30	8
158. People in this school complain about things, but are reluctant to do anything about them.										
Always/Often	35	58*	26	54*	38	49	47*	64	35	78*
Seldom	54	40	58	44	54	47	49	34	54	22
Never	11	2	16	2	8	4	4	2	11	0
92. Teachers feel responsible for student learning.										
Always	58*	45	73*	55	50	44	38	25	58	46
Often	40	53	26	44	47	56	58	71	40	48
Seldom/Never	2	2	1	1	3	0	4	4	2	6
119. The staff is task oriented; jobs get completed and there is little wasted time.										
Always	36*	18	49*	24	30	16	20	12	36*	5
Often	58	74	48	69	64	80	71	79	58	76
Seldom/Never	6	8	3	7	6	4	9	9	6	19

*$p<.001$

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Table CO-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
Indices of Parent Commitment										
48. Parents support school activities.										
Always	34*	9	47*	12	25*	6	18*	3	34	13
Often	51	66	44	65	58	66	60	67	51	68
Seldom/Never	15	25	9	23	17	28	22	30	15	19
55. Parents serve as teacher aides in this school.										
Always/Often	37*	14	56*	23	37*	5	9*	4	37*	10
Seldom	27	34	24	49	30	14	30	20	27	22
Never	46	52	20	28	33	81	61	76	46	68
68. Parents support school rules.										
Always	27*	5	36*	7	23*	4	15*	5	27*	0
Often	66	84	60	86	69	89	75	78	66	75
Seldom/Never	7	11	4	7	8	7	10	17	7	25
72. Parents work in the school library.										
Always/Often	31*	9	49*	16	26*	2	5	4	31*	0
Seldom	19	22	22	30	21	10	15	17	19	10
Never	50	69	29	54	53	88	80	79	50	90
85. Parents come to school to discuss their children's problems.										
Always	22*	3	33*	4	13*	2	9*	1	22*	3
Often	59	52	59	70	70	53	54	26	59	30
Seldom/Never	19	45	8	26	17	45	37	73	19	67
95. Parents tutor students at this school.										
Always/Often	27*	10	44*	15	20	6	5	4	27*	5
Seldom	36	42	35	44	39	36	35	44	36	35
Never	37	48	21	41	41	58	60	52	37	60
129. Parents encourage and support teachers' efforts.										
Always	21*	4	28*	5	11	4	13*	2	21*	6
Often	66	67	65	76	73	66	66	58	66	49
Seldom/Never	13	29	7	19	16	30	21	40	13	45

*p<.001

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Table CO-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
146. Parents make sure their children do their homework.										
Always	3*	0	5*	0	2	2	1	1	3	2
Often	59	53	76	69	51	43	37	29	59	45
Seldom/Never	38	47	19	31	47	55	62	70	38	53
Other Indices of Teacher Commitment										
3. On the average, the amount of time you spend per day on extra- or co-curricular duties such as music or athletics is:										
Less than 1 hr.	71*	66	82*	68	71	62	56	62	71	71
Between 1 and 2 hrs.	18	25	14	29	16	26	23	22	18	18
More than 2 hours	11	9	4	3	13	12	21	16	11	11
4. On the average, the amount of time you spend per day after regular school hours checking and grading papers and preparing for class is:										
Less than 1 hr.	44	36	41	34	51	43	45	37	44	38
Between 1 and 2 hrs.	41	45	43	46	38	44	38	42	41	46
More than 2 hrs.	15	19	16	20	11	13	16	21	15	16
5. On the average, the amount of time you spend per day after regular school hours with students is:										
Less than one-half hour	65	73*	80	80	64	67	46	62*	65	71
Between 1/2 hr. and 1 hr.	25	18	17	16	25	20	36	21	25	21
More than 1 hour	10	9	3	4	11	13	19	17	10	8
6. On the average, the total amount of time you work per day on school-related activities is:										
Less than 8 hrs.	47	45	51	44	50	47	41	47	47	40
Between 8 and 10 hrs.	44	46	43	49	42	42	47	42	44	52
More than 10 hrs.	9	9	6	7	8	11	12	11	9	8
7. The number of teaching days you missed last year for health or personal reasons was:										
None	16*	13	13	10	18	16	20*	18	16	11
1-5	66	61	67	62	60	63	68	58	66	62
More than 5	18	26	20	28	22	21	12	24	18	27

*p<.001

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Table CO-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
8. The number of teaching days you missed last year for professional reasons was:										
None	45*	42	49*	45	46	51	39	30	45	43
1-3	47	54	45	53	47	45	50	62	47	52
More than 3	8	4	6	2	7	4	11	8	8	5
70. Teachers put in extra time and effort to improve this school.										
Always	56*	20	48*	27	59*	22	66*	11	56	5
Often	38	68	49	63	31	73	25	72	38	74
Seldom/Never	6	12	3	10	10	5	9	17	6	21
46. I plan to teach until retirement.										
Always	53*	49	56	47	51	56	50	52	53	44
Often	24	31	24	33	22	31	24	26	24	37
Seldom/Never	23	20	20	20	27	13	26	22	23	19
137. Teachers support school policies and procedures.										
Always	49*	36	61*	42	49	40	33	23	49*	27
Often	49	61	38	56	48	59	65	73	49	65
Seldom/Never	2	3	1	2	3	1	2	4	2	8
141. Our faculty meetings are worthwhile.										
Always	30*	20	37*	23	28	35	22	12	30*	8
Often	54	58	53	56	53	58	55	63	54	56
Seldom/Never	16	22	10	21	19	7	23	25	16	36
144. Teachers spend time after school with students who have individual problems.										
Always	13*	1	10*	1	11	1	19*	2	13*	2
Often	52	41	45	33	47	48	63	58	52	24
Seldom/Never	35	58	45	66	42	51	18	40	35	75

*p<.001

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Table CO-2
STUDENT SURVEY: COMMITMENT

Percent of Students by Group and Level Responding Always, Often, Seldom, or Never to Statements Concerning Staff, Student, and Parent Commitment

	STOT		SELEM		MID		SSEC		K-12	
Survey Item	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR
Indices of Staff Commitment										
25. Teachers like to work at this school.										
Always	43*	37	58*	49	44*	39	33*	25	43*	35
Often	45	46	33	37	44	40	53	57	45	45
Seldom/Never	12	17	9	14	12	21	14	18	12	20
59. Teachers in this school help out with student activities.										
Always	35*	30	39*	34	34	31	32*	26	35	29
Often	51	51	46	45	50	49	54	57	51	50
Seldom/Never	14	19	15	21	16	20	14	17	14	21
63. Teachers spend time after school with students who have individual problems.										
Always	22*	9	19*	12	21*	6	24*	9	22*	3
Often	41	29	33	23	34	26	49	39	41	20
Seldom/Never	37	62	48	65	45	68	27	52	37	77
65. Teachers put a lot of time and effort into their work here.										
Always	49*	39	68*	53	52	44	35*	23	49*	34
Often	41	45	25	35	38	42	53	57	41	43
Seldom/Never	10	16	7	12	10	14	12	20	10	23
84. Teachers leave the building as soon as possible when the school day ends.										
Always	10	14*	10	15*	11	14	9	12*	10	20*
Often	23	31	18	26	24	21	26	38	23	32
Seldom/Never	67	55	72	59	65	65	65	50	67	48
99. Teachers and administrators work hard to improve this school.										
Always	48*	37	66*	52	49	40	34*	22	48*	23
Often	37	38	26	31	36	39	46	46	37	43
Seldom/Never	15	25	8	17	15	21	20	32	15	34

*p<.001

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Table CO-2 (cont)

Survey Item	STOT GSP	STOT MTR	SELEM GSP	SELEM MTR	MID GSP	MID MTR	SSEC GSP	SSEC MTR	K-12 GSP	K-12 MTR
Indices of Student Commitment										
20. I tend to watch the clock and count the minutes until school ends.										
Always	24	28*	18	24*	25	31*	27	30*	24	31
Often	22	26	14	20	22	27	28	35	22	19
Seldom/Never	54	46	68	56	53	42	45	35	54	50
45. There is a lot of student participation in academic clubs, sports, and music and drama activities.										
Always	50*	34	37*	27	54*	31	57*	42	50*	37
Often	34	39	38	36	33	42	31	41	34	39
Seldom/Never	16	27	25	37	13	27	12	17	16	24
61. The work we do in school is important to me.										
Always	46*	38	60*	50	40	41	36*	25	46*	31
Often	41	42	32	35	38	38	48	51	41	45
Seldom/Never	13	20	8	15	12	21	16	24	13	24
78. This school is a good place to be.										
Always	44*	34	58*	44	40	31	36*	23	44*	30
Often	38	39	28	30	38	42	44	50	38	38
Seldom/Never	18	27	14	27	22	27	20	27	18	32
100. Good luck is more important than hard work for success in school.										
Always/Often	20	23*	22	24	21	30	18	20*	20	31*
Seldom	26	30	19	22	25	23	32	40	26	31
Never	54	47	59	54	54	47	50	40	54	38

*p<.001

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> This dimension relates to the perceived reasonableness of school rules and their enforcement procedures, compliance with school rules and regulations, extent to which the school environment is safe and conducive to teaching and learning, and the use of drugs, alcohol, and tobacco. The subdimensions include school rules, rule enforcement, compliance, safety and security, drugs, alcohol, and tobacco, and student behavior (Frymier, et.al, 1984, p. 10).

Fifteen items on the teacher survey and sixteen items on the student survey administered in the Good Schools Project (GSP) and Middle Tennessee Rural (MTR) schools were concerned with the discipline and safety dimension. Fourteen of the total group differences on the teacher survey were found significant ($p<.001$), while eleven differences on the student survey were found significant. Data related to discipline and safety are presented in Table DS-1 (Teacher Survey) and Table DS-2 (Student Survey).

Three items on the teacher survey dealt with rule enforcement. Item 9 asked how often, on the average, the teacher reports a student to the office for disciplinary action. Figure DS-1 shows the percent of teachers by group and level responding Seldom/Never. Clearly, both groups tended to solve their own discipline problems most of the time. There was no significant difference for the total group on this item. Item 42 asked whether or not rules for students are fairly enforced. Figure DS-2 shows the percent of teachers by group and level who responded Always. The difference for this item was found to be significant and indicated that GSP teachers perceived discipline in their

Figure DS-1

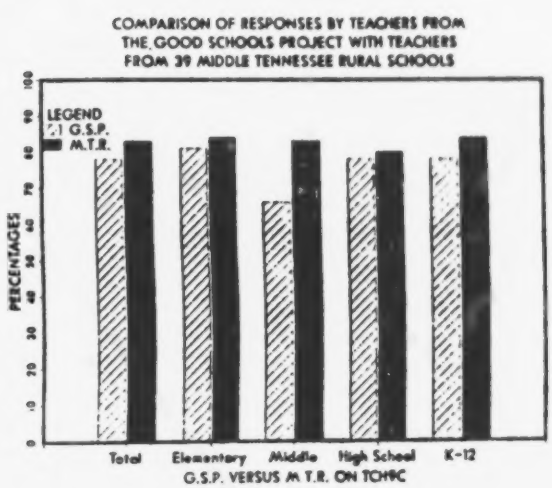


Figure DS-2

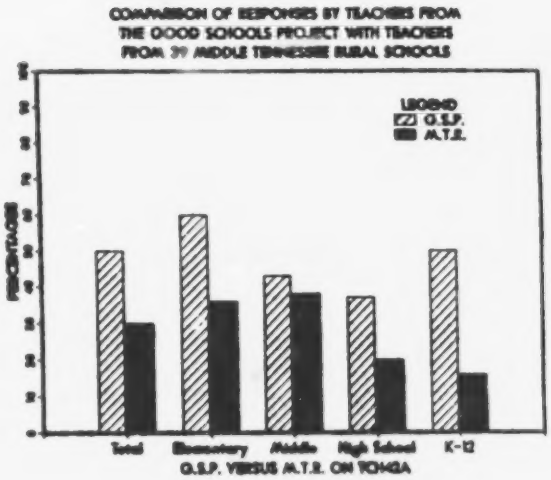


Figure DS-3

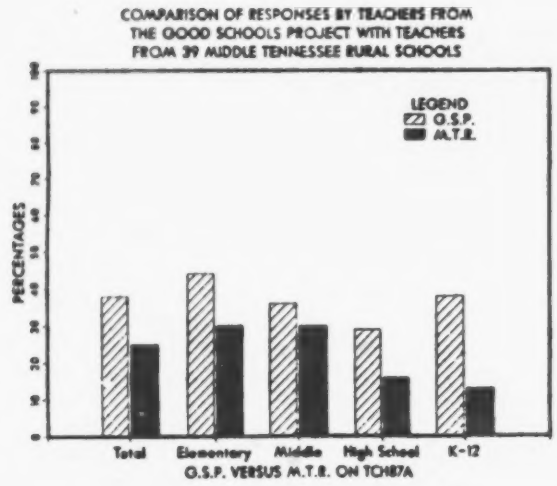
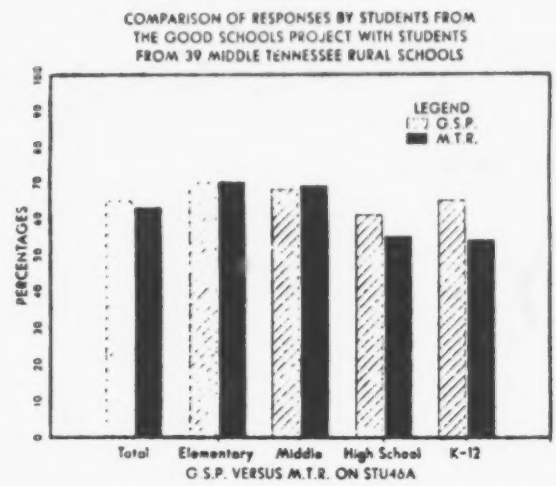


Figure DS-4



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schools as enforced fairly more often. Item 87 asked if student misbehavior is dealt with firmly and swiftly. Figure DS-3 shows the percent of teachers by group and level answering Always. The difference was significant and favored GSP schools at all levels.

Two items on the student survey were concerned with rule enforcement. Item 46 asked if students know the consequences for breaking rules. Figure DS-4 shows the percent of students by group and level who answered Always. Most students in both groups appeared to know this information. The difference for the total groups was significant and favored the GSP schools. However, most of this difference was found at the secondary and K-12 levels. Elementary and middle school levels showed little difference. Item 54 inquired about whether or not student misbehavior is dealt with firmly and swiftly. Figure DS-5 shows the percent of students by group and level responding Always. Again, the difference found for the total group was significant but was largely accounted for by the secondary and K-12 levels. Elementary and middle school levels showed very little difference.

Two items on the teacher survey were concerned with compliance. The group differences for both were significant and favored the GSP schools. Item 47 asked if students attend class regularly and are punctual. Item 149 asked if students obey school rules and regulations. Figures DS-6 and DS-7 respectively show the percent of teachers by group and level responding Always. Three items on the student

Figure DS-5

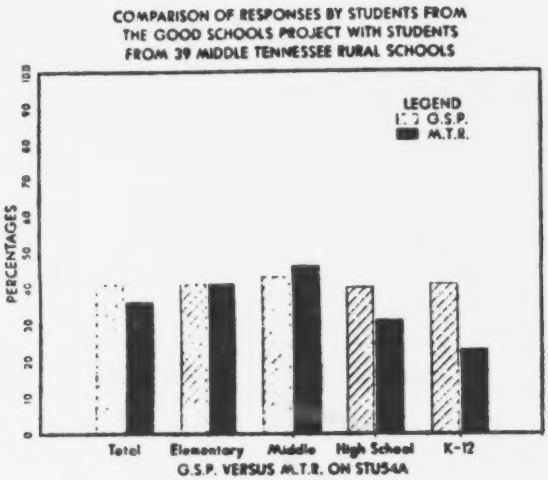


Figure DS-6

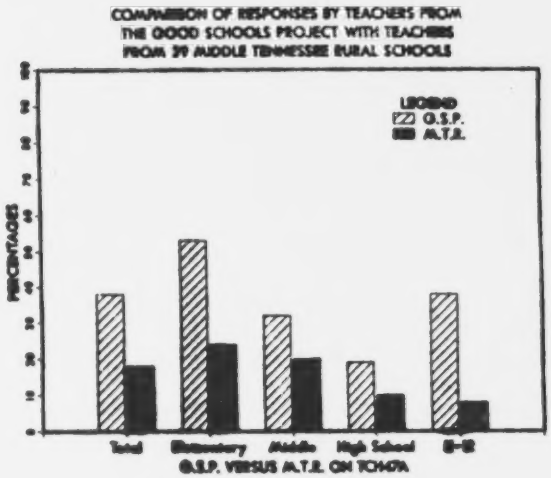


Figure DS-7

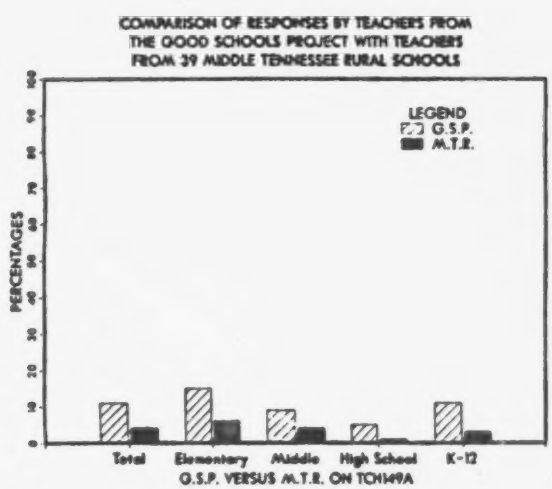
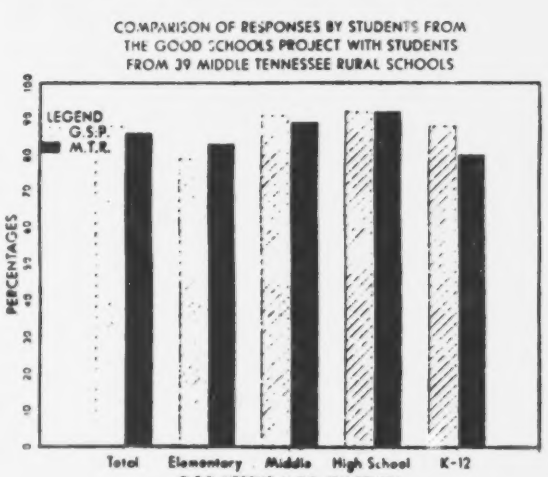


Figure DS-8



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survey related to the subdimension of compliance. Item 12 asked if students are expected to attend class regularly and to be on time. Figure DS-8 shows the percent of students who answered Always. There is no significant difference on this item. Item 30 and Item 88 both asked essentially the same information--how well students obey school rules and regulations. Figures DS-9 and DS-10 show the percent of students by group and level responding Always. The differences for the total groups were significant and indicated a higher level of compliance in GSP schools. The differences for middle and K-12 schools were not as great as those for elementary and secondary.

Five items on the teacher survey were related to the subdimension of safety and security. Item 36 asked whether or not the building and the school grounds are safe. Figure DS-11 shows the percent of teachers by group and level responding Always. The difference was significant over all levels. Teachers in GSP schools perceived their schools and school grounds as being safer than did those in MTR schools. Item 60 asked if students damage or steal other students' property. Figure DS-12 shows the percent of teachers by group and level answering Always. In general, MTR teachers indicated a higher incidence of perceived theft from or damage to other students' property than GSP teachers. This pattern did not hold at the secondary school level, where little difference was noted. Item 73 raised the question of whether or not students damage or steal school property. Figure DS-13 shows the percent of teachers by group and

Figure DS-9

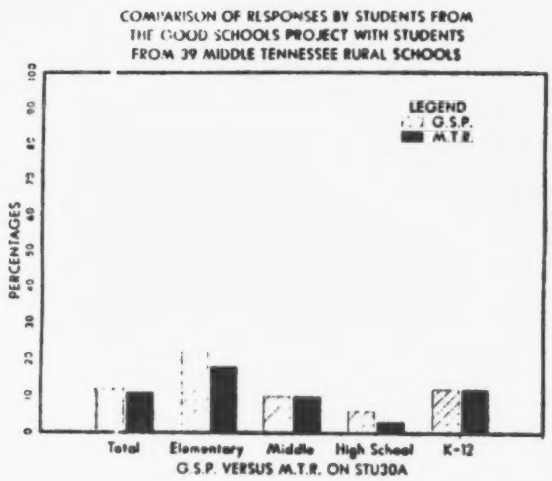


Figure DS-10

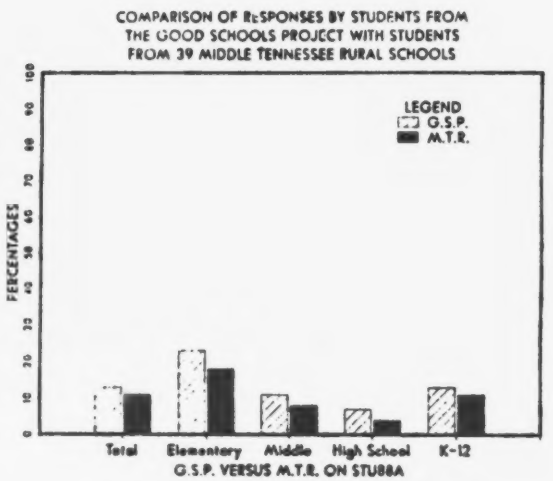


Figure DS-11

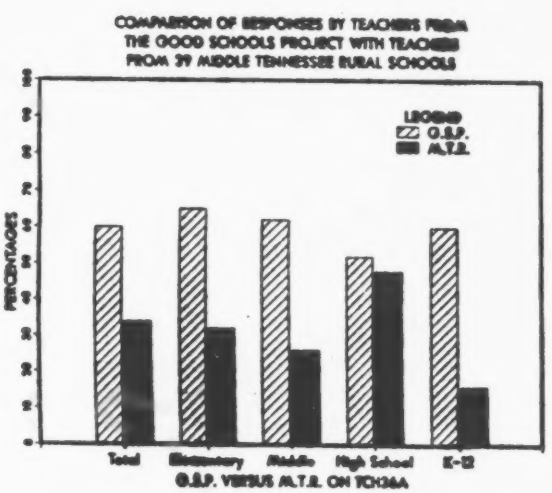
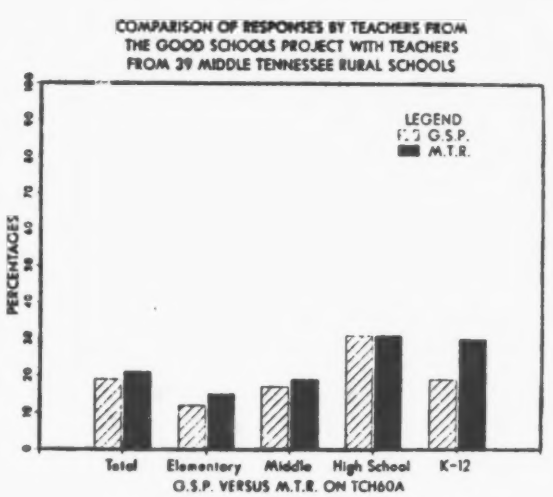


Figure DS-12



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level responding Always. A significant difference cut across all levels. Students in MTR schools were perceived by their teachers as damaging or stealing school property more often than those in GSP schools. Item 94 asked if students fight with each other. Figure DS-14 shows the percent of teachers by group and level responding Always. Incidents of fighting were reported more frequently by MTR teachers than by GSP teachers. Item 155 asked if students physically assault teachers. The proportion for both groups was below 5% for the response Always/Often. Figure DS-15 shows the percent of teachers by group and level who answered Never. The difference was significant, with MTR teachers indicating a higher incidence of student assault on teachers.

Four items on the student survey dealt with safety and security. Item 38 asked the student if he/she feels safe at the school. Figure DS-16 shows the percent of students by group and level who answered Always. No significant difference was found for this item. Item 58 asked if students physically assault teachers. Figure DS-17 shows the percent of students by group and level responding Always. The total group difference was not significant for this item. However, students in MTR schools at middle and K-12 levels indicated a higher level of assault on teachers than did students in GSP schools. This pattern is somewhat different from that perceived by teachers above. Item 69 asked if students fight with each other. Figure DS-18 shows

Figure DS-13

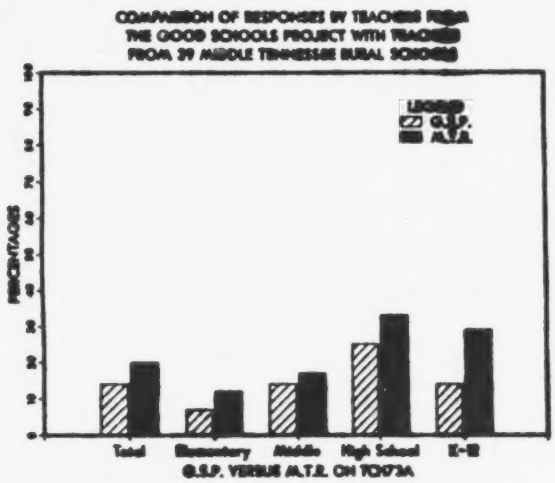


Figure DS-14

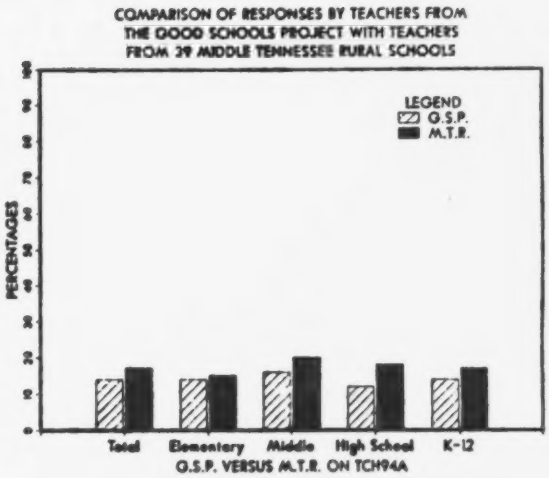


Figure DS-15

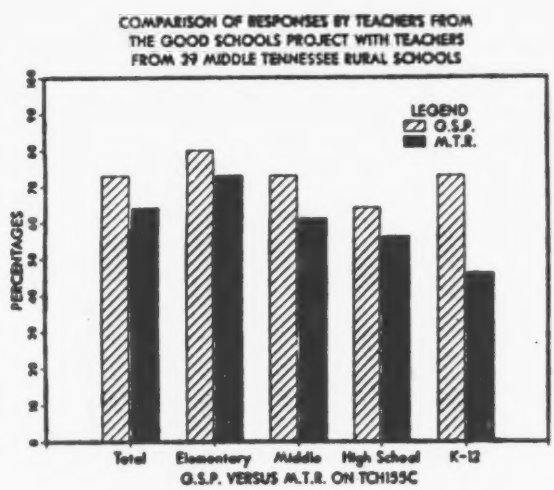
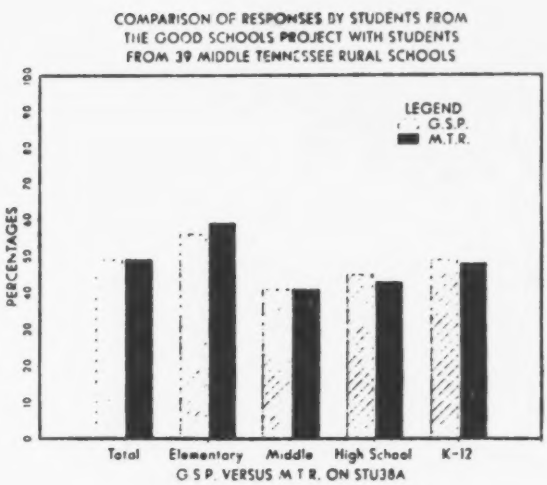


Figure DS-16



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the percent of students by group and level responding Seldom/Never. As indicated by the teacher data, students in MTR schools were perceived to fight more than those in GSP schools. Item 98 inquired whether or not students damage or steal school property. Figure DS-19 shows the percent of students by group and level responding Always. Closer analysis of the data reveals that when Often and Always are combined, 22% of GSP student responses and 27% of MTR student responses are included. The difference for the total groups was, therefore, significant, with GSP students showing the lower level of damage to and theft of school property. This conclusion is consistent with the perceptions indicated by teachers above on the same question.

Item 107 on the teacher survey asked if they perceive students in the school as taught how to behave properly so they can benefit from academic activities. Figure DS-20 shows the percent of teachers by group and level responding Always. The difference was significant and favored the GSP schools. Two items on the student survey addressed the question of student behavior. Item 53 asked students if, in their schools, they are taught how to behave properly. Figure DS-21 shows the percent of students by group and level who answered Always. The difference was slight and not significant. There were variations from level to level. GSP students at elementary level and MTR students at middle school level showed more favorable percentages than their

Figure DS-17

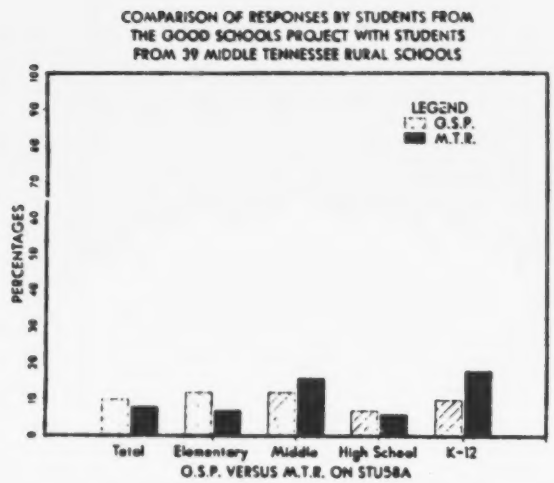


Figure DS-18

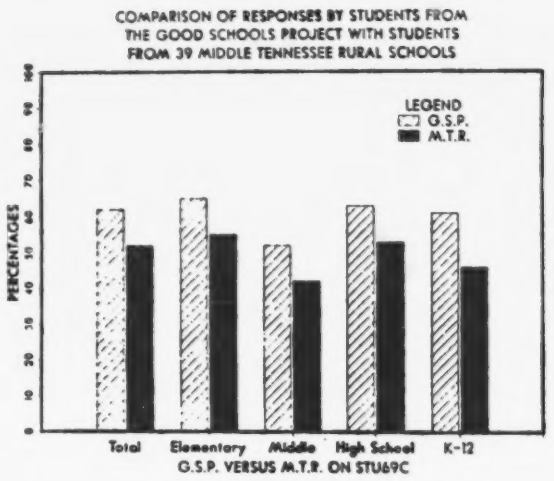


Figure DS-19

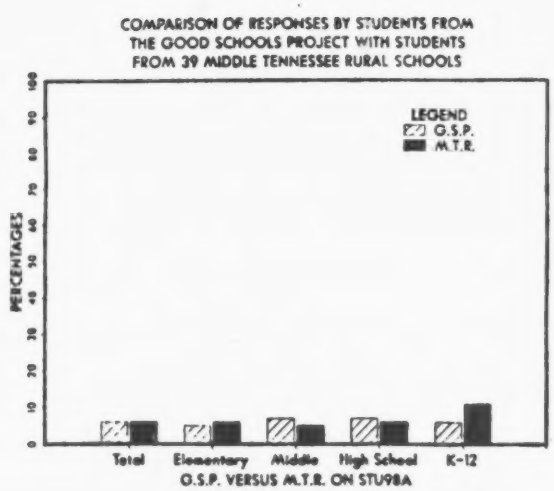
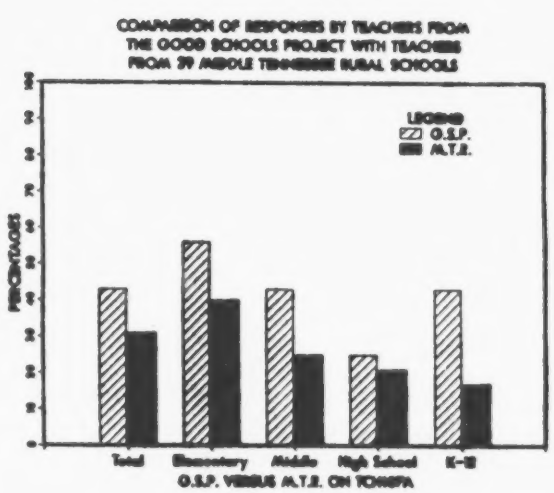


Figure DS-20



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counterparts. Item 70 asked students if they perceive teachers as more concerned that they kept quiet than that they learn. Figure DS-22 shows the percent of students by group and level who responded Seldom/Never. The difference was significant at all levels. MTR students saw their teachers as more concerned that they stayed quiet than that they learned.

Three items on each survey dealt with the subjects of student use of drugs, alcohol, and tobacco. Item 39 on the teacher survey asked if students violate school rules on smoking. Figure DS-23 shows the percent of students by group and level who answered Always. Clearly, MTR teachers perceived their students as using tobacco at a higher level than did GSP teachers. Item 62 asked if students in the school drink alcohol. Figure DS-24 shows the percent of teachers by group and level responding Always. The difference is probably best seen in the data, however, where 51% of GSP teachers in comparison to 42% of MTR teachers indicated that students in their schools never drink alcohol. Alcohol consumption was perceived by teachers as more common among students in MTR schools. Item 113 asked if students in the school use drugs. Figure DS-25 shows the percent of teachers by group and level who answered Never. Again, teachers in MTR schools perceived students in their schools as using drugs at a higher rate than did teachers in GSP schools.

Students presented a similar picture to that of

Figure DS-21

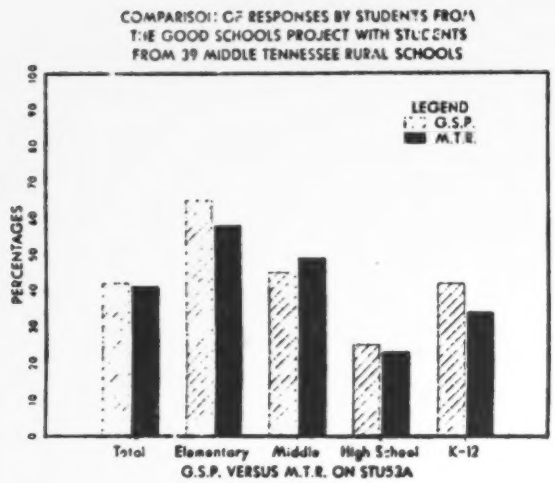


Figure DS-22

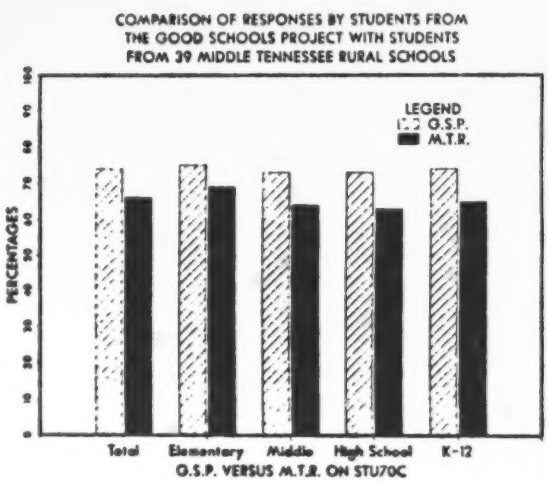


Figure DS-23

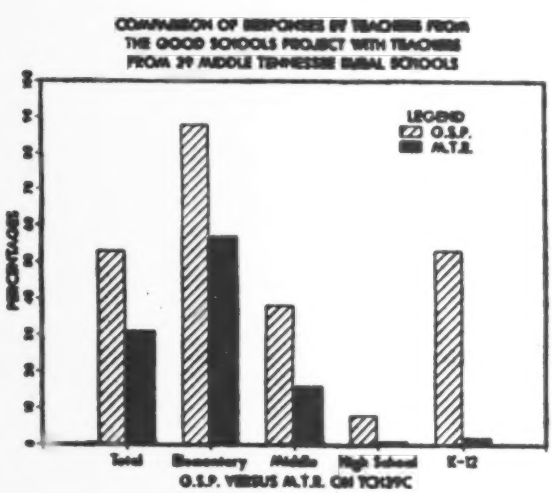
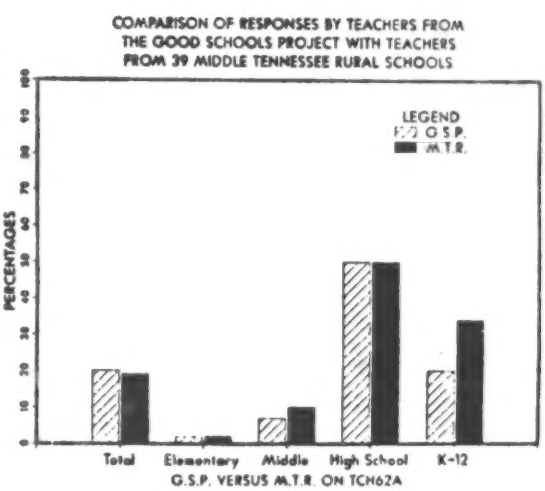


Figure DS-24



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teachers on student use of tobacco. Item 35 on the student survey asked if students violate the school rules on smoking. Figure DS-26 shows the percent of students responding Always. Differences were significant at all levels except the secondary school. MTR students generally perceived themselves to be higher users of tobacco than did GSP students. Item 85 asked about student use of drugs. Figure DS-27 shows the percent of students by group and level responding Always. The difference on this item was not significant. This was contrary to the perceptions of teachers relative to this question. Item 95 asked about student consumption of alcohol. Figure DS-28 shows the percent of students by group and level who answered Always on this item. The difference was slight but significant, probably accounted for the greater use indicated by GSP students at the secondary school level. The student data differed with the perceptions indicated by teachers above.

The last subdimension in discipline and safety sought information related to school rules. Item 131 on the teacher survey asked if school rules for students are reasonable. Figure DS-29 shows the percent of teachers by group and level who responded Always. The difference was significant, with GSP teachers perceiving rules in their schools to be more reasonable. Item 18 on the student survey asked the same question of students. Figure DS-30 shows the percent of students by group and level responding Always. Student perceptions followed the same pattern as

Figure DS-25

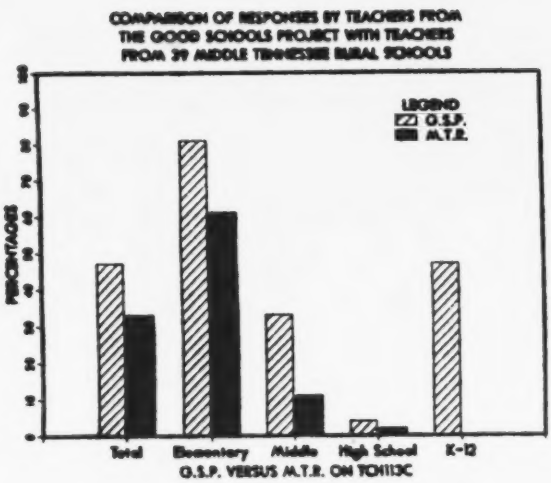

Figure DS-26

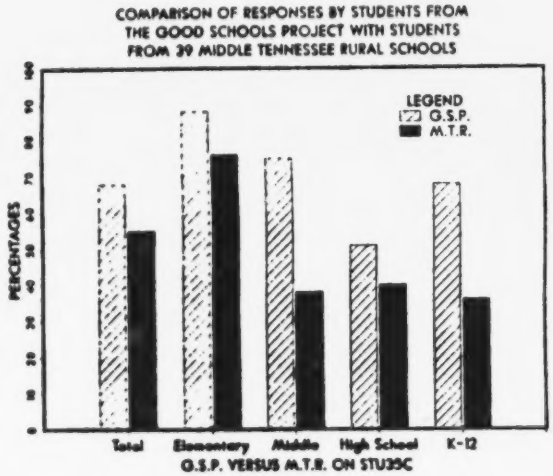

Figure DS-27

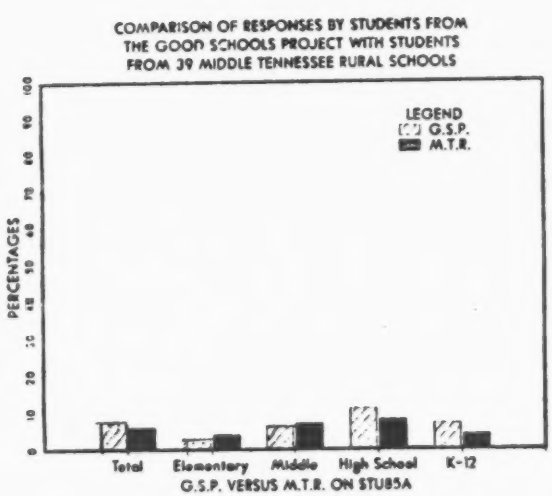

Figure DS-28

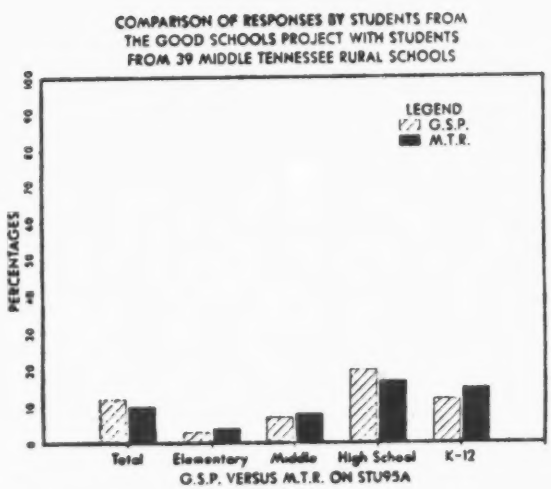

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Figure DS-29

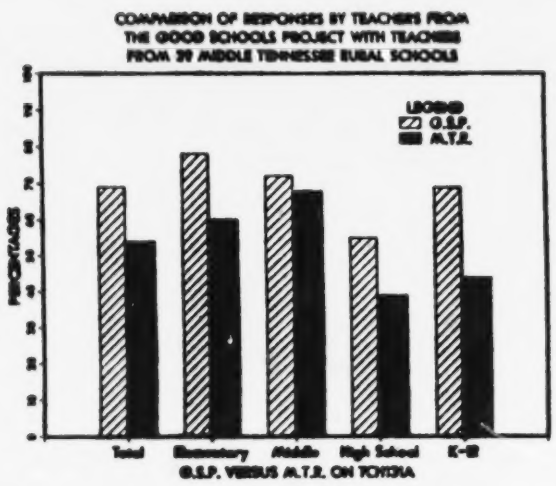


Figure DS-30

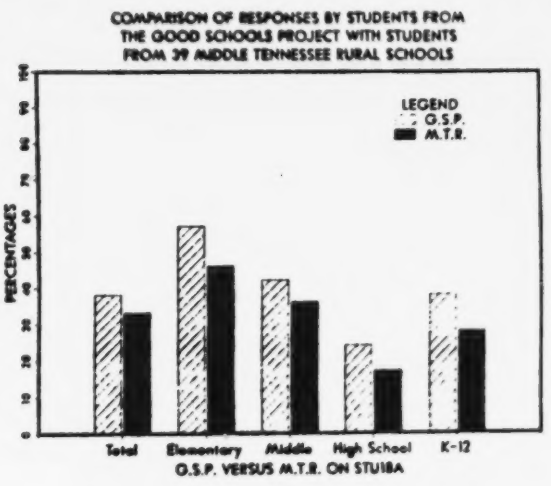
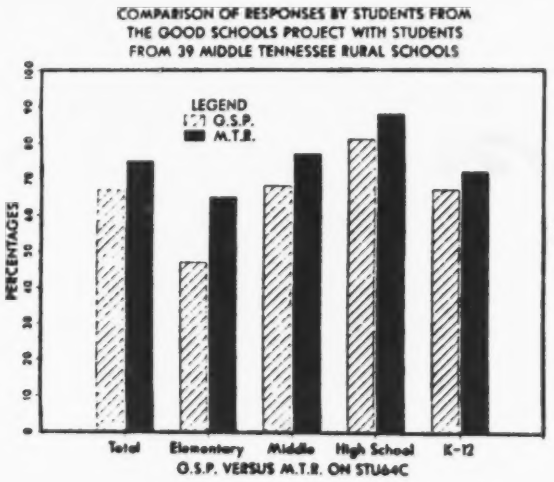


Figure DS-31



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those of the teachers. Item 64 addressed the question of whether or not students have a say in making classroom rules in the school. Figure DS-31 shows the percent of students by group and level who indicated Seldom/Never. GSP students perceived themselves as having a significantly greater role in making classroom rules.

Conclusions and Recommendations

MTR students were perceived by teachers and students to violate school rules on smoking more often that GSP students. However, on the use of drugs and alcohol, MTR teachers and students disagreed, with teachers indicating a greater difference than students. MTR students were perceived as more apt to damage or steal property than GSP students. Their attendance was also seen as less regular. MTR students indicated less participation in making classroom rules and were more inclined to see them as unreasonable. MTR teachers saw rules as enforced less fairly and indicated that student misbehavior was less frequently dealt with firmly and swiftly. The building and school grounds were seen as significantly less safe by MTR teachers.

Contrary to the perceptions reported by students, a review of student disciplinary records and discussions with administrators revealed no cases of student physical assault on teachers in a sample of MTR schools. Verbal assault, "talking-back," was identified as a problem.

The perceptions regarding building and grounds safety

are consistent with the prevailing lack of systematic maintenance programs in MTR schools. The failure of school systems to provide minor repair and preventive maintenance in a timely fashion contributes to decreased student pride in facilities and increased student-caused damage.

Throughout the data, MTR teachers and students have indicated lower levels of involvement in policy setting and decision making. This appears to be true in this dimension, especially with respect to student participation in making rules. Greater involvement of students in establishing rules and in other appropriate decisions might make significant changes in the degree to which rules are obeyed and, at the same time, reduce student-caused damage to school property.

Table DS-1
TEACHER SURVEY: DISCIPLINE AND SAFETY

Percent of Teachers by Group and Level Responding Always, Often, Seldom, or Never to Statements Concerning Discipline and Safety

SURVEY ITEM	TOT		ELEM		MID		SEC		K-12	
	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR
Rule Enforcement										
9. On the average, how often do you report a student to the office for disciplinary action?										
Once a day/Once a week	6	4	5	5	15*	1	5	5	6	2
Once a month	16	13	14	11	19	16	17	15	16	14
Rarely or never	78	83	81	84	66	83	78	80	78	84
42. Rules for students are fairly enforced.										
Always	50*	46	60*	36	43	38	37*	20	50*	16
Often	44	47	37	54	45	57	54	67	44	56
Seldom/Never	6	7	3	10	12	5	9	13	6	28
87. Student misbehavior is dealt with firmly and swiftly.										
Always	38*	25	44*	30	36*	30	29	17	38*	13
Often	51	62	47	60	46	65	59	69	51	49
Seldom/Never	11	13	9	10	18	5	12	14	11	38
Compliance										
47. Students attend class regularly and are punctual.										
Always	38*	18	53*	24	32	20	19	10	38*	9
Often	57	77	45	73	63	78	73	86	57	76
Seldom/Never	5	5	2	3	5	2	8	4	5	16
149. Students obey school rules and regulations.										
Always	11*	4	15*	6	9	4	5	1	11*	3
Often	84	91	82	91	85	95	88	92	84	81
Seldom/Never	5	5	3	3	6	1	7	7	5	16
Safety/Security										
36. The building and the school grounds are safe.										
Always	60*	34	65*	31	62*	26	52	48	60*	16
Often	34	56	32	60	34	65	38	43	34	67
Seldom/Never	6	10	3	9	4	9	10	9	6	17

*$p<.001$

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Table DS-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
60. Students damage or steal other students' property.										
Always	19	21*	12	16	17	19	31	31	19	30
Often	74	76	78	80	76	81	66	67	74	64
Seldom/Never	7	3	10	4	7	0	3	2	7	6
73. Students damage or steal school property.										
Always/Often	14	20*	7	12*	14	17	25	33	14	29
Seldom	73	75	74	78	74	82	70	66	73	68
Never	13	5	19	10	12	1	5	1	13	3
94. Students fight with each other.										
Always/Often	14	17*	14	15	16	20	12	18	14	15
Seldom	79	81	80	82	79	79	79	80	79	83
Never	7	2	6	3	5	1	9	2	7	0
155. Students physically assault teachers.										
Always/Often	2	4*	2	3	3	4	2	4	2	6*
Seldom	25	32	18	24	24	35	34	40	25	48
Never	73	64	80	73	73	61	64	56	73	46
Student Behavior										
107. Students are taught how to behave properly so they can benefit from academic activities.										
Always	43*	31	56*	40	43	25	25	21	43*	18
Often	50	63	41	57	49	70	62	66	50	71
Seldom/Never	7	6	3	3	8	5	13	13	7	11

*p<.001

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Table DS-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
Drugs/Alcohol/Smoking										
39. Students violate school rules on smoking.										
Always/Often	17	27*	3	5*	9	28*	39	56*	17	71*
Seldom	30	41	9	38	53	56	53	43	30	27
Never	53	32	88	55	38	16	8	1	53	2
62. Students in this school drink alcohol.										
Always/Often	20	19*	2	2*	7	10	50	50	20	34*
Seldom	29	39	13	23	52	19	45	47	29	60
Never	51	42	85	75	41	21	5	3	51	6
113. Students in this school use drugs.										
Always/Often	12*	13	1	2*	6	10	29	36	12	10*
Seldom	41	55	18	38	61	79	67	62	41	90
Never	47	32	81	60	33	11	4	2	47	0
School Rules										
131. School rules for students are reasonable.										
Always	69*	54	78*	60	72	68	55*	39	69*	45
Often	30	44	21	38	26	32	44	59	30	49
Seldom/Never	1	2	1	2	2	0	1	2	1	6

*p<.001

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Table DS-2
STUDENT SURVEY: DISCIPLINE AND SAFETY

Percent of Students by Group and Level Responding Always, Often, Seldom, or Never to Statements Concerning Discipline and Safety

SURVEY ITEM	STOT GSP	STOT MTR	SELEM GSP	SELEM MTR	SMID GSP	SMID MTR	SSEC GSP	SSEC MTR	K-12 GSP	K-12 MTR
School Rules										
18. Rules for students are reasonable.										
Always	39*	33	57*	46	42	36	24*	17	39*	28
Often	39	41	28	30	37	38	48	54	39	41
Seldom/Never	22	26	15	24	21	26	28	29	22	31
64. We have a say in making classroom rules.										
Always	12*	9	25*	15	10*	10	4*	2	12	11
Often	21	16	28	20	22	13	15	10	21	17
Seldom/Never	67	75	47	65	68	77	81	88	67	72
Rule Enforcement										
46. Students know the consequences for breaking rules.										
Always	65*	63	70*	69	68	70	61*	55	65*	54
Often	27	26	22	20	24	22	31	34	27	29
Seldom/Never	8	11	8	11	8	8	8	10	8	17
54. Student misbehavior is dealt with firmly and swiftly.										
Always	41*	36	41	41	43	46	40*	31	41*	23
Often	40	40	37	35	38	35	43	48	40	40
Seldom/Never	19	24	22	24	19	19	17	21	19	37
Student Behavior										
53. In this school, we are taught how to behave properly.										
Always	42	41	65*	58	45	49	25	23	42*	34
Often	36	36	26	27	37	35	43	46	36	37
Seldom/Never	22	23	9	15	18	16	32	31	22	29
70. Teachers are more concerned that we keep quiet than that we learn.										
Always	11	13*	13	15*	12	18	9	10*	11	11*
Often	15	21	12	15	15	18	18	28	15	24
Seldom/Never	74	66	75	70	73	64	73	62	74	65

*p<.001

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Table DS-2 (cont)

SURVEY ITEM	STOT GSP	STOT MTR	SELEM GSP	SELEM MTR	SMID GSP	SMID MTR	SSEC GSP	SSEC MTR	K-12 GSP	K-12 MTR
Compliance										
12. Students are expected to attend class regularly and to be on time.										
Always	88	87	79	83	91	89	92	93	88*	80
Often	10	10	16	13	7	9	7	6	10	14
Seldom/Never	2	3	5	4	2	2	1	1	2	6
30. Student obey school rules and regulations.										
Always	12*	11	22*	18	10	10	6*	3	12*	12
Often	60	55	58	53	61	55	61	62	60	44
Seldom/Never	28	34	20	29	29	35	33	35	28	44
88. Students obey the school rules.										
Always	13*	11	23*	18	11	8	7*	4	13*	11
Often	60	56	58	54	60	55	62	61	60	49
Seldom/Never	27	33	19	28	29	37	31	35	27	40
Safety/Security										
38. I feel safe at this school.										
Always	49	49	59*	56	41	41	45	43	49*	48
Often	35	33	28	27	37	40	38	40	35	28
Seldom/Never	16	18	13	17	22	19	17	17	16	24
58. Students physically assault teachers.										
Always/Often	10	9	12*	7	12	15	7	6	10*	18
Seldom	23	21	17	18	27	23	26	22	23	30
Never	67	70	71	75	61	62	67	72	67	52
69. Students fight with each other.										
Always	12	13*	11	14*	15	17	12	9*	12	20*
Often	26	35	24	31	33	39	25	38	26	34
Seldom/Never	62	52	65	55	52	44	63	53	62	46

*p<.001

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Table DS-2 (cont)

SURVEY ITEM	STOT GSP	STOT MTR	SELEM GSP	SELEM MTR	SMID GSP	SMID MTR	SSEC GSP	SSEC MTR	K-12 GSP	K-12 MTR
98. Students damage or steal school property.										
Always	6	6*	5	6*	7	5	7	6*	6	11*
Often	16	21	10	15	17	20	19	25	16	27
Seldom/Never	78	73	85	79	76	75	74	69	78	62
Drugs/Alcohol/Smoking										
35. Students violate school rules on smoking.										
Always	15	20*	8	14*	11	29*	22	23*	15	31*
Often	17	25	4	10	14	33	27	36	17	34
Seldom/Never	68	55	88	76	75	38	51	40	68	35
85. Students at this school use drugs.										
Always	7	6	2	4*	6	7	11*	8	7	4
Often	17	18	3	6	11	14	30	34	17	16
Seldom/Never	76	76	95	90	83	79	59	58	76	80
95. Students at this school drink alcohol.										
Always	12	10*	3	4*	7	7	20	17*	12	15
Often	23	26	4	9	16	16	40	48	23	27
Seldom/Never	65	64	93	87	77	77	40	35	65	58

*p≤.001

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Interpersonal Relations

> This dimension refers to the ways people in the school perceive, understand, evaluate, and react to one another. Subdimensions addressed are task support, personal support, inclusion, and respect (Frymier, et.al., p. 10).

Twenty items on both the teacher survey and the student survey administered in the Good Schools Project (GSP) and selected Middle Tennessee Rural (MTR) schools were concerned with interpersonal relations. For the total groups, nineteen of the items on the teacher survey and sixteen of those on the student survey indicated significant differences ($p<.001$). Data related to interpersonal relations are presented in Table IR-1 (Teacher Survey) and Table IR-2 (Student Survey).

Six items on the teacher survey dealt with the subdimension of task support. Item 45 asked whether or not there was someone in the school the teacher can count on when help is needed. Figure IR-1 shows the percent of teachers by group and level answering Always. The groups were very similar in their responses to this item. No significant difference was indicated. Item 51 inquired about the degree to which there is a cooperative effort among staff members. Figure IR-2 shows the percent of teachers by group and level responding Always. With the exception of middle school level, differences favoring GSP schools were found. Item 82 asked whether or not teachers' accomplishments are recognized and rewarded. Figure IR-3 shows the percent of teachers by group and level who

Figure IR-1

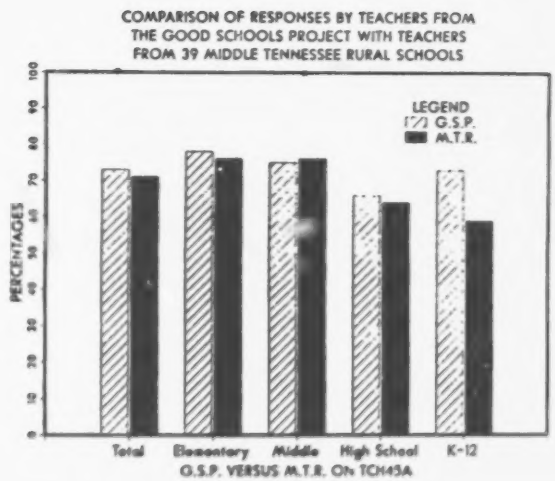


Figure IR-2

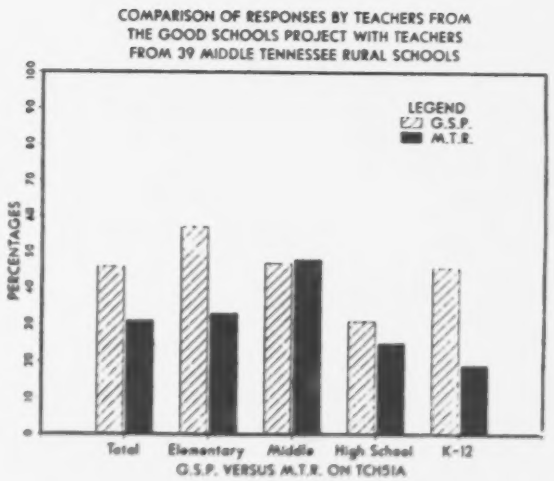
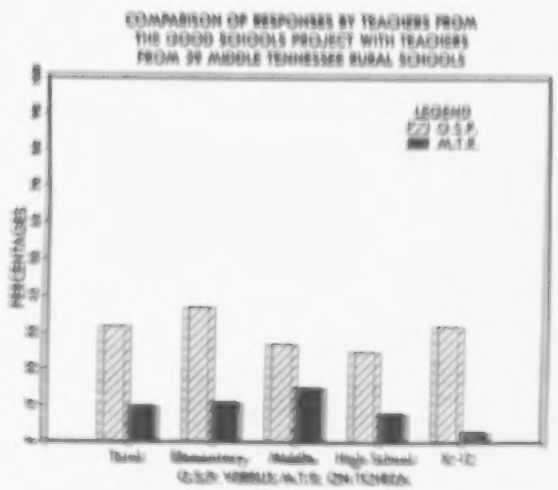


Figure IR-3



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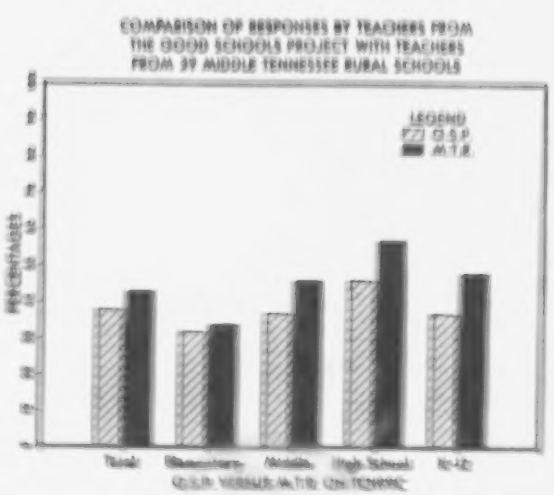

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answered Always. Significant differences were found for the groups at all levels. GSP teachers perceived their schools as recognizing and rewarding accomplishments more frequently than did MTR teachers. Item 99 inquired whether or not other teachers in the school seek the assistance of the respondent when they have teaching problems. Figure IR-4 shows the percent of teachers by group and level answering Seldom/Never. The difference was only slight at the elementary school level, but all differences indicated that MTR teachers perceived other teachers as seeking their assistance less often than did GSP teachers.

Item 124 asked whether or not the principal of the school makes a special effort to help teachers. Figure IR-5 shows the percent of teachers by group and level responding Always. Principals in GSP schools were more consistently perceived by teachers as helpful than were principals in MTR schools. Item 160 asked if teachers help each other find ways to do a better job. Figure IR-6 shows the percent of teachers by group and level who responded Always. Differences favoring GSP schools were identified at all levels, however those for middle school were only slight.

Four items on the student survey measured task support. Item 19 asked if students in the school help one another. Figure IR-7 shows the percent of students by group and level answering Always. Differences on this item were very slight and not significant. Item 33 inquired whether or not teachers ignore students who aren't very smart. Figure IR-8 shows the percent of students who responded Never.

Figure IR-5

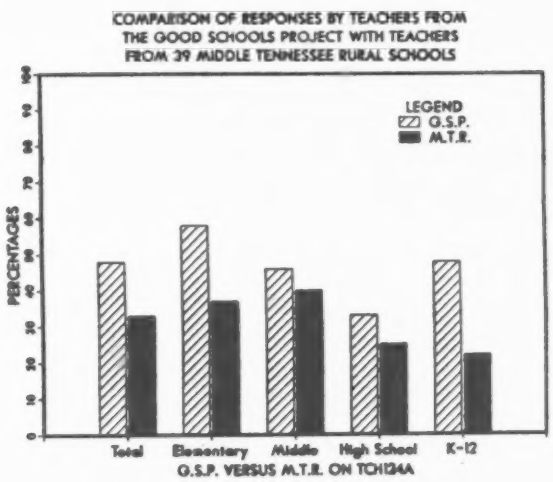


Figure IR-6

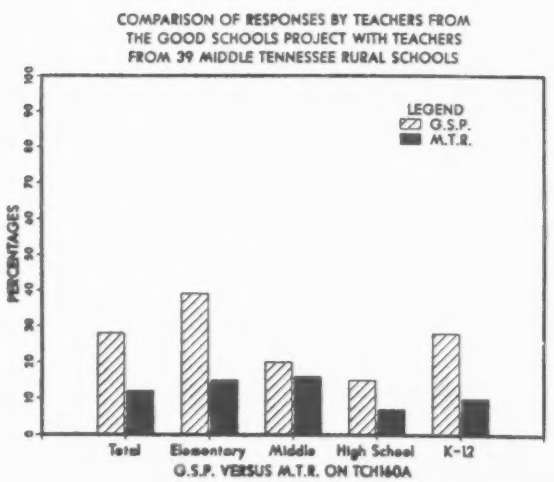


Figure IR-7

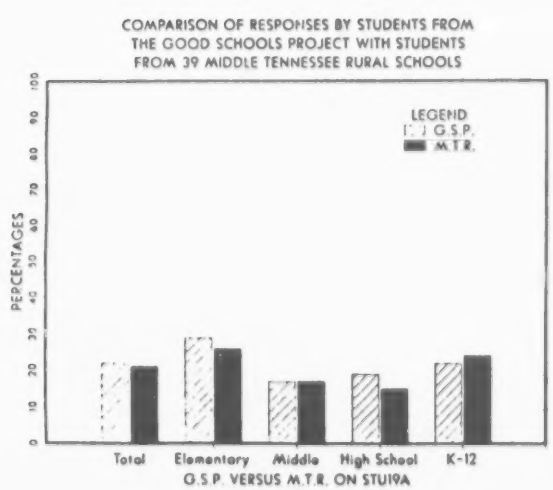
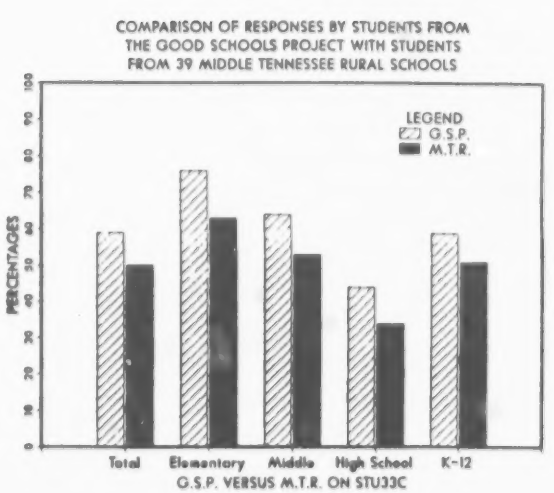


Figure IR-8



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Differences were significant and indicated that students in GSP school perceived their teachers as less apt to ignore weaker students. Item 55 asked if teachers get angry when students give wrong answers. Figure IR-9 shows the percent of students who answered Always. Differences were generally significant, but those at the high school level were only slight. MTR teachers were perceived by students as more likely to get angry at incorrect responses. Item 68 sought information about whether or not students' accomplishments are recognized and rewarded. Figure IR-10 shows the percent of students responding Always. GSP students perceived their schools as recognizing and rewarding student accomplishments with greater frequency than did MTR students.

Six items on the teacher survey were designed to measure personal support in the schools. Item 65 asked if teachers at this school act as if things are more important than people. Figure IR-11 shows the percent of teachers by group and level who answered Never. Observed differences indicated that GSP teachers were perceived as less apt to behave in this way than MTR teachers. Item 71 asked if teachers trust the principal. Figure IR-12 shows the percent of teachers by group and level responding Always. Differences favored GSP schools at all levels except the middle school. Here, the difference was not significant but favored MTR schools. Item 75 asked if the work of students and awards are prominently displayed. Figure IR-13 shows

Figure IR-9

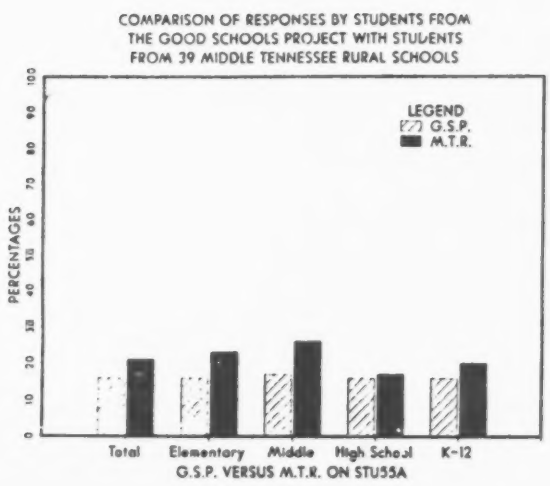


Figure IR-10

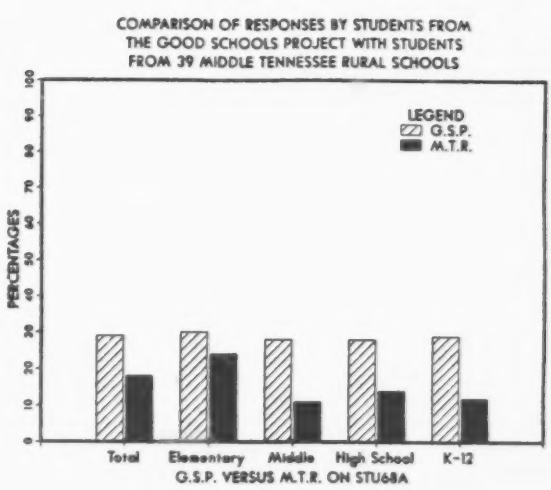


Figure IR-11

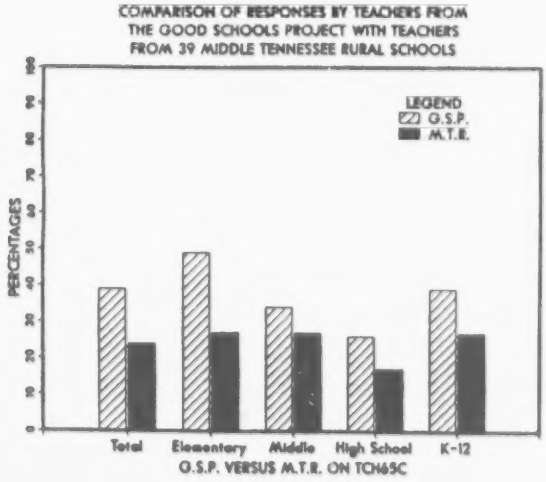
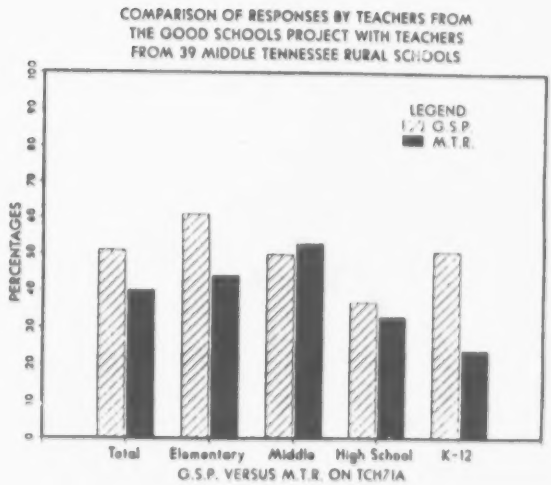


Figure IR-12



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the percent of teachers by group and level who responded Always. Differences were significant at all levels and favored GSP schools.

Item 79 aksed whether or not an attitude of "every man for himself" exists in the school. Figure IR-14 shows the percent of teachers by group and level answering Never. Differences at all levels indicated that the attitude was perceived to be less prevalent in GSP schools than in MTR schools. Item 89 asked if the principal is concerned about the personal welfare of teachers. Figure IR-15 shows the percent of teachers by group and level who answered Always. The difference at the middle school level favored MTR schools slightly. Those at all other levels favored GSP schools. Item 152 sought information relative to the degree to which teachers trust each other. Figure IR-16 shows the percent of teachers by group and level responding Always. Indicated levels of trust were higher among GSP teachers than MTR teachers surveyed.

Four items on the student survey sought information related to personal support in the schools. Item 10 asked students what they like best about their schools--friends, teachers, classes, or none of these. Figure IR-17 shows the percent of students by group and level who indicated None of the above. Closer analysis of the data showed MTR students choosing friends more often than GSP students and GSP students choosing teachers and classes more often than MTR students. Item 13 asked if teachers at the school act as if things are more important than people. Figure IR-18 shows

Figure IR-13

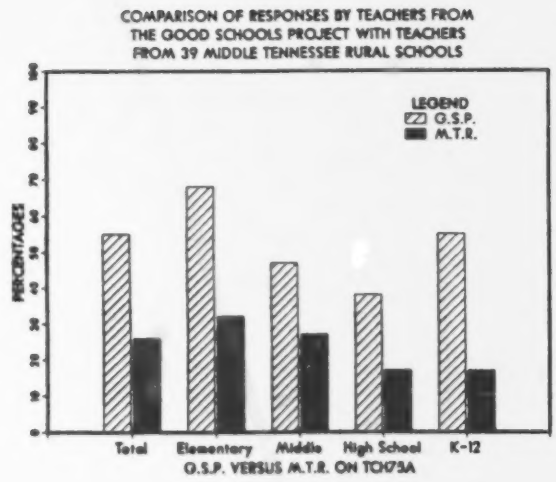

Figure IR-14

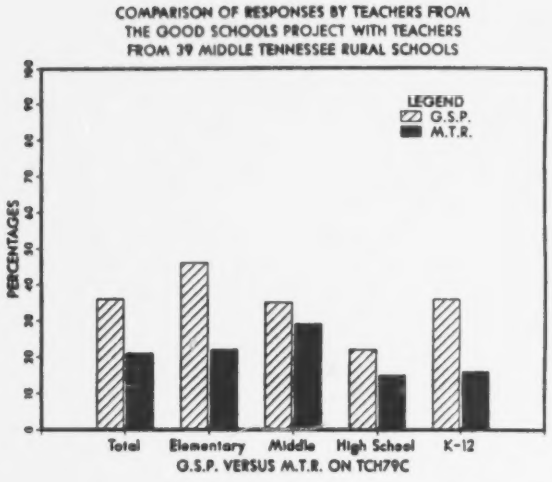

Figure IR-15

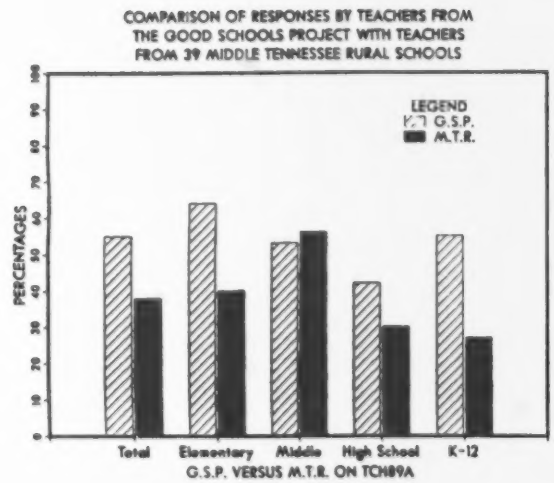

Figure IR-16

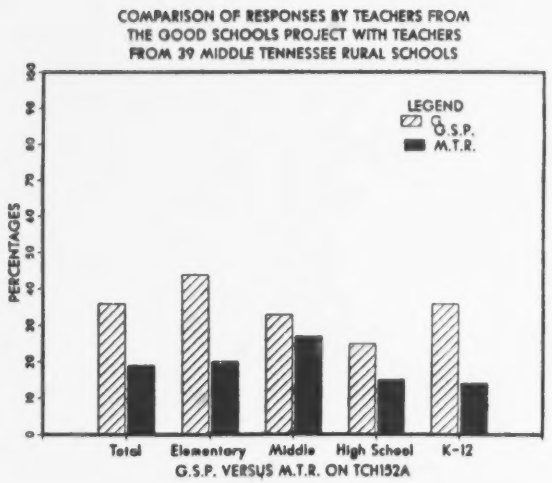

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Figure IR-17

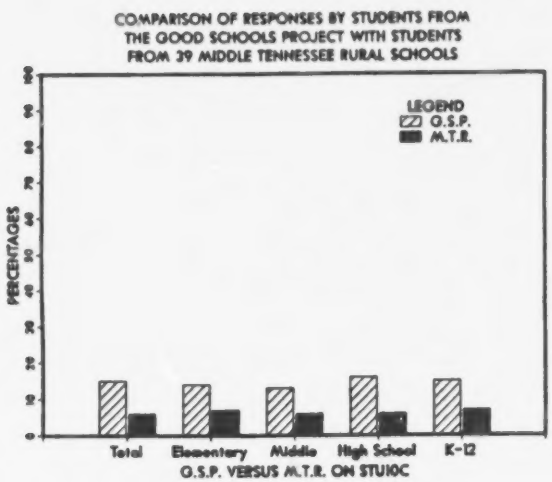
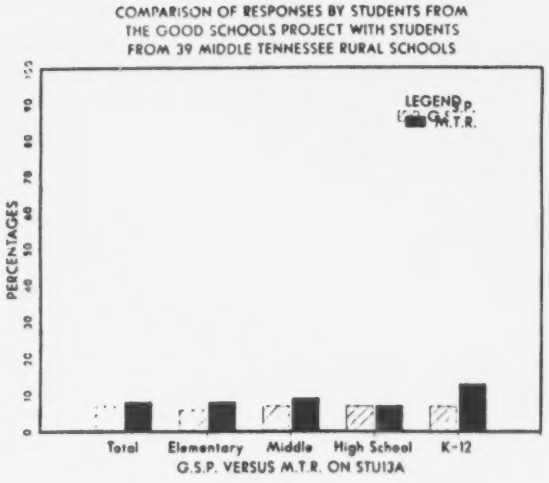


Figure IR-18



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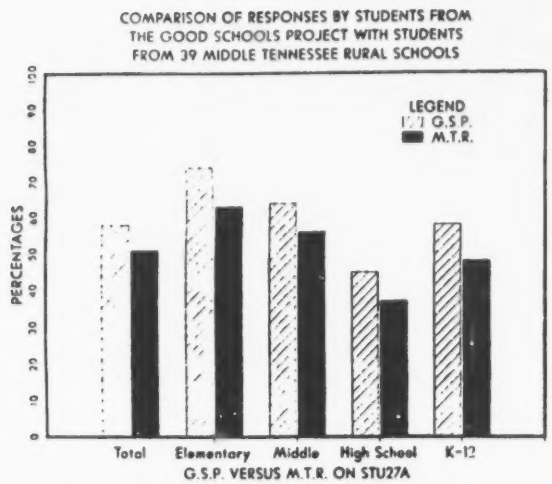
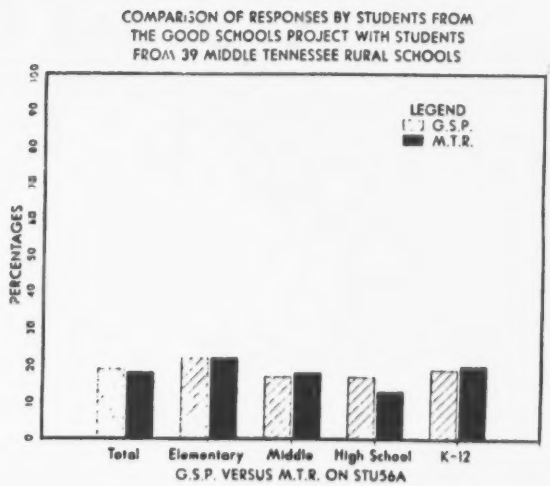


Figure IR-20



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the percent of students by group and level choosing Always. Closer analysis of the data revealed that MTR students tended as a whole to view their teachers as slightly more inclined to act this way than did GSP students. This was consistent with the data from the teacher survey. Item 27 asked if teachers are considerate of each other. Figure IR-19 shows the percent of students by group and level who answered Always. Differences consistently favored GSP schools. Item 56 asked whether or not students are friendly toward each other. Figure IR-20 shows the percent of students responding Always. Differences were only slight at all levels and were not significant.

Five items on the teacher survey were related to the subdimension of inclusion. Item 57 asked if new teachers are made to feel welcome and part of the group. Figure IR-21 shows the percent of teachers by group and level responding Always. Differences favored GSP schools for the total groups, elementary level, and K-12 level. Differences at the middle school and secondary school levels were very slight. Item 84 asked whether or not there is a positive "sense of community" among students, teachers, and administrators. Figure IR-22 shows the percent of teachers by group and level indicating Always. Differences were significant and consistently favored GSP schools across all levels. Item 123 asked whether or not teachers from one area or grade level respect those from other areas or grade levels. Figure IR-23 shows the percent of teachers by group

Figure IR-21

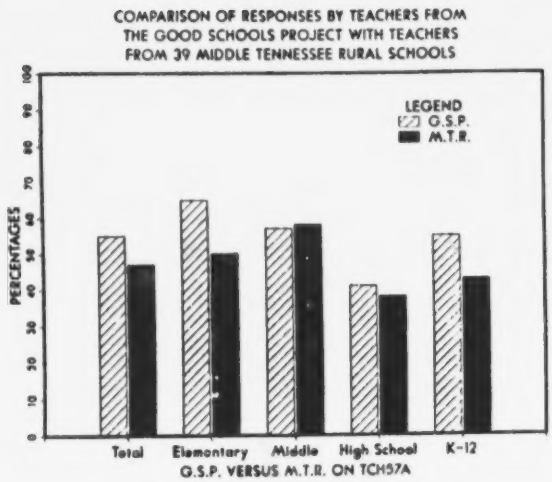


Figure IR-22

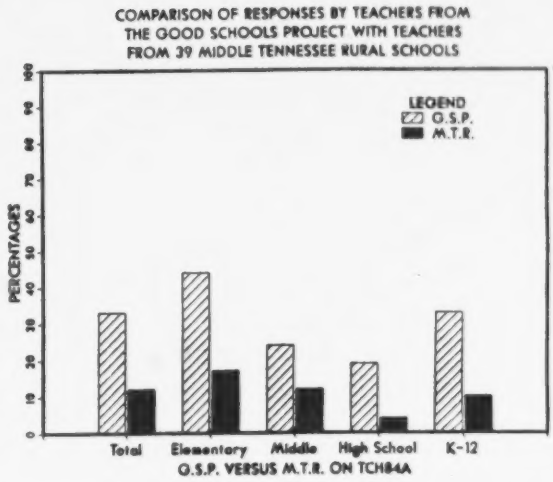


Figure IR-23

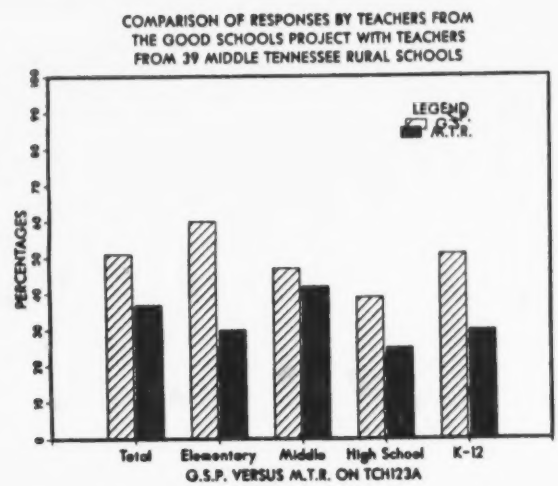
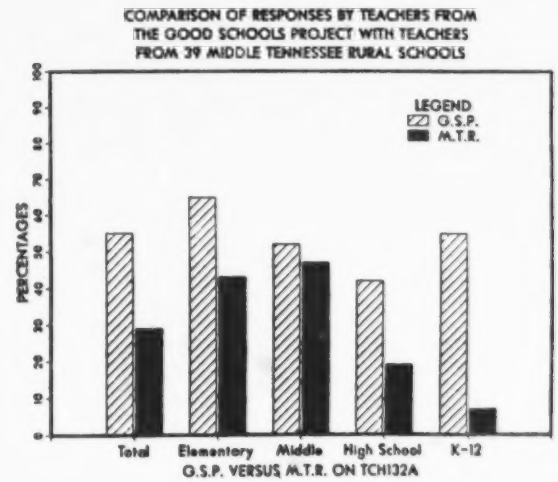


Figure IR-24



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and level who answered Always. Differences at all levels favored GSP schools, but that at the middle school level was only slight.

Item 132 asked whether or not the principal, as spokesperson for the school, accurately represents the needs and interests of staff and students. Figure IR-24 shows the percent of teachers by group and level who answered Always. Differences indicated that principals in GSP schools were perceived by teachers as more accurately representing staff and student needs than principals in MTR schools. The difference was considerably less at the middle school level. Item 135 asked if teachers are responsive to the concerns of parents. Figure IR-25 shows the percent of teachers by group and level responding Always. The differences favored GSP schools.

Six items on the student survey sought information on inclusion in the school. Item 14 asked if students know most of the other students in their grades. Figure IR-26 shows the percent of students by group and level who answered Always. The differences favored MTR schools. Item 39 asked if teachers act as if they are always right. Figure IR-27 shows the percent of students by group and level responding Seldom/Never. Students saw teachers in GSP schools as less apt to act in this fashion than did those in MTR schools. Item 42 asked whether or not it is hard to get to know teachers in the school. Figure IR-28 shows the percent of students by group and level who responded Always. Differences were not significant for this question.

Figure IR-25

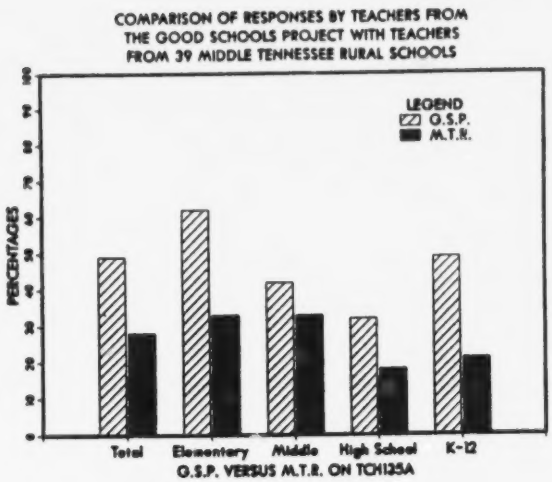
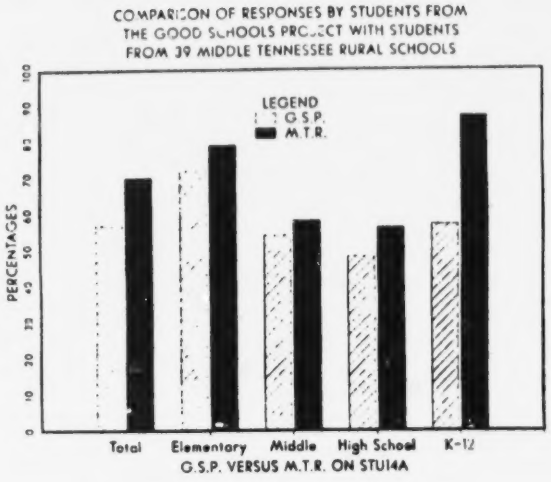


Figure IR-26



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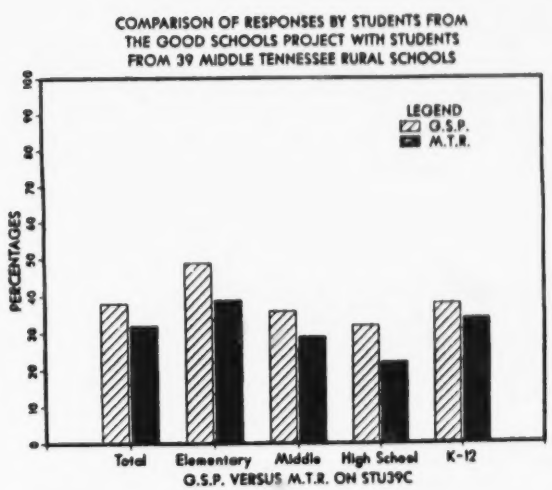
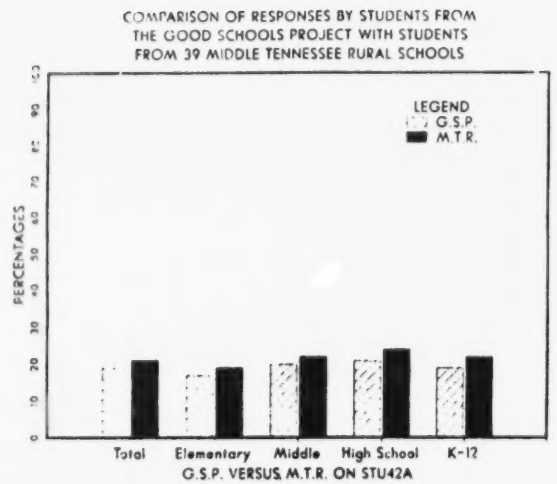


Figure IR-28



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Item 51 asked if teachers show favoritism. Figure IR-29 shows the percent of students by group and level who answered Seldom/Never. Differences across all levels indicated that teachers in GSP schools were seen as less apt to show favoritism. Item 86 asked whether or not it is hard to get to know students in the school. Figure IR-30 shows the percent of students by group and level answering Always. The differences were not significant. Item 89 asked if students are satisfied with the way teachers and other adults treat them in the school. Figure IR-31 shows the percent of students by group and level who responded Seldom/Never. With the exception of the middle school level, students in MTR schools were less satisfied with their treatment than were those in GSP schools.

Three items on the teacher survey measured the subdimension of respect. Item 54 asked whether or not students insult teachers. Figure IR-32 shows the percent of teachers by group and level answering Always. Differences indicated that teachers in MTR schools for the total groups, at the secondary level, and at the K-12 level perceived students as insulting teachers more often than those in GSP schools. The reverse was true at the middle school level. Item 108 asked whether or not teachers and students in the school are considerate of one another. Figure IR-33 shows the percent of teachers by group and level who responded Always. Differences were significant, across all levels, and favored GSP schools. Item 150 asked if teachers care

Figure IR-29

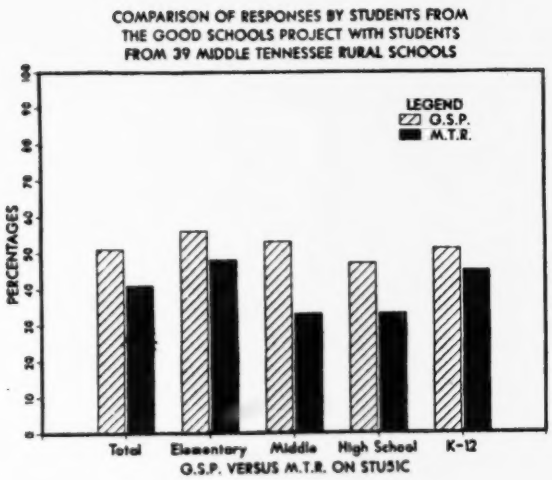


Figure IR-30

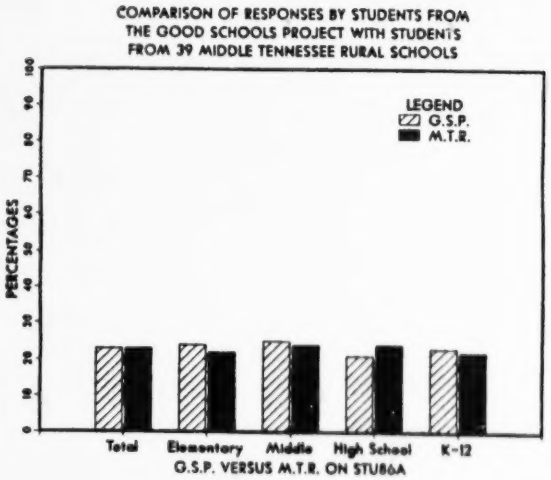


Figure IR-31

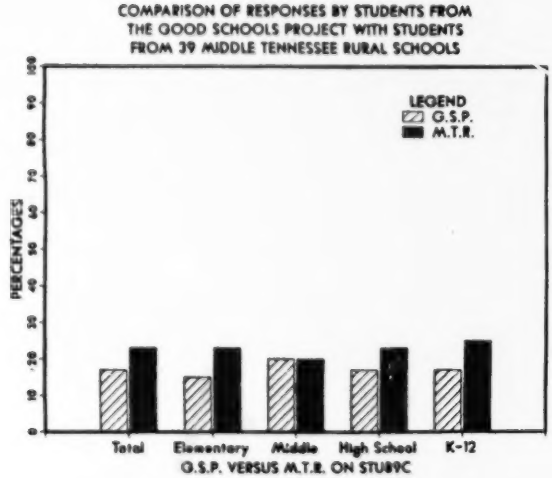
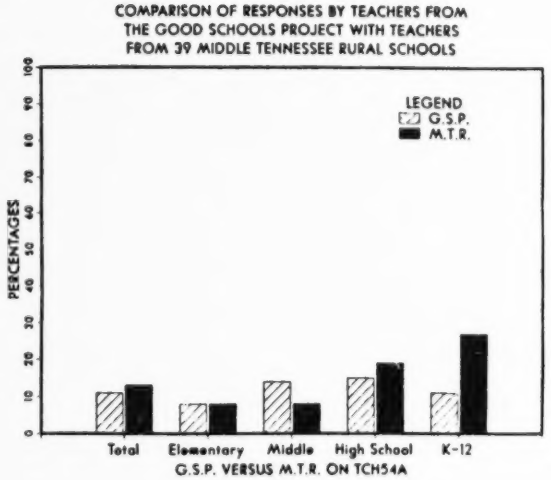


Figure IR-32



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about what students think. Figure IR-34 shows the percent of teachers by group and level answering Always. Differences favored GSP schools at all levels.

Six items on the student survey sought information relative to respect in the schools. Item 22 asked if teachers treat you better if you are wealthy or your parents are "important." Figure IR-35 shows the percent of students by group and level responding Seldom/Never. At all levels, teachers in GSP schools are perceived by students as less apt to behave in this way. Item 26 asked if students respect teachers. Figure IR-36 shows the percent of students by group and level who answered Always. The difference at the middle school level favored MTR schools. Other differences favored GSP schools. Item 50 asked if students in the school respect the rights of other students. Figure IR-37 shows the percent of students by group and level who responded Always. As a whole, differences favored GSP schools. Item 62 asked whether or not teachers care about what students think. Figure IR-38 shows the percent of students responding Always. Differences at all levels indicated that students in GSP schools perceived their teachers as more interested in what they thought than did those in MTR schools. Item 73 asked if students in the school are treated fairly. Figure IR-39 shows the percent of students by group and level responding Always. Students in GSP schools saw themselves as treated fairly more frequently than did those in MTR schools. Item 93 asked if students are considerate of each other. Figure IR-40 shows

Figure IR-33

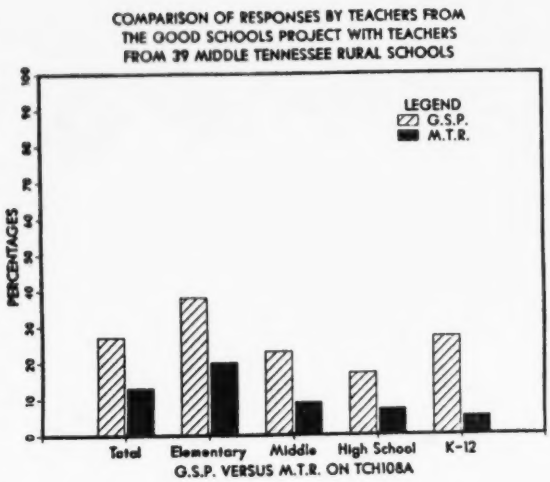

Figure IR-34

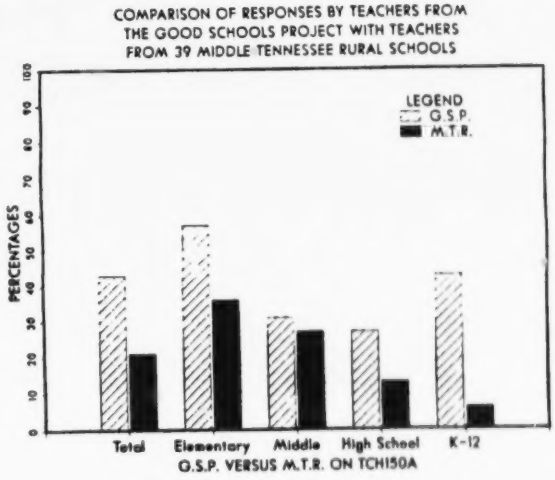

Figure IR-35

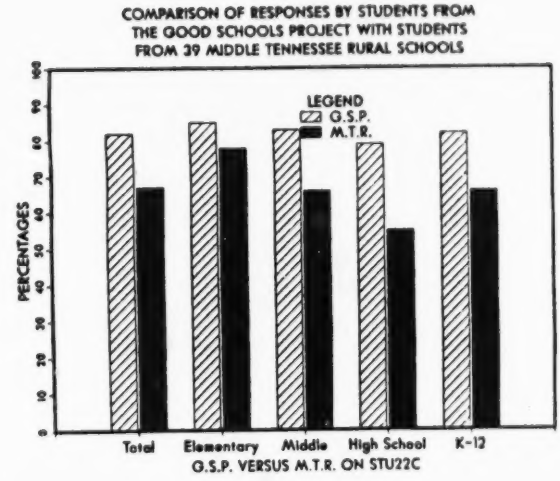

Figure IR-36

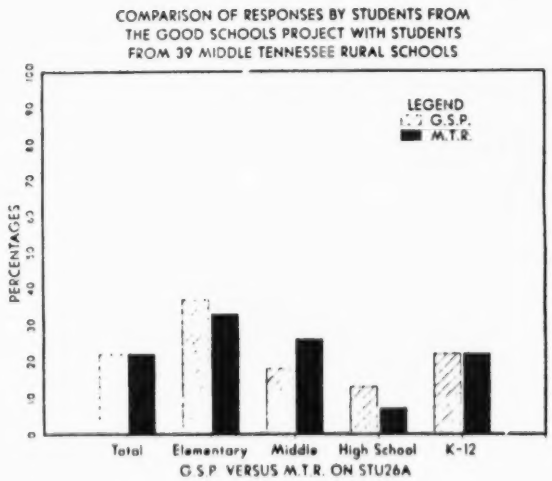

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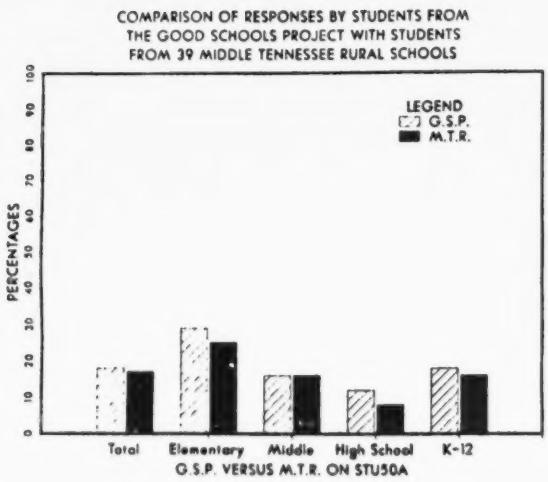
Figure IR-37



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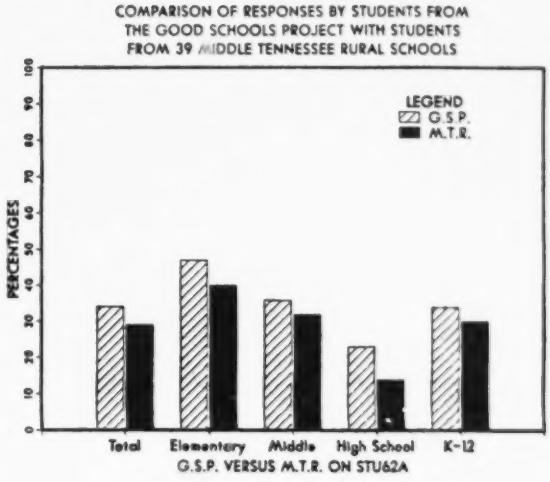

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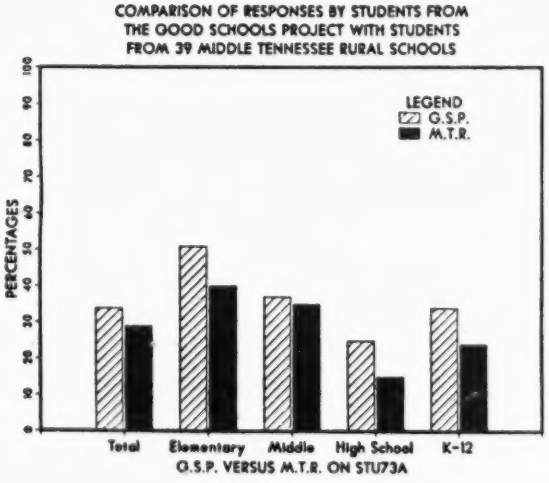
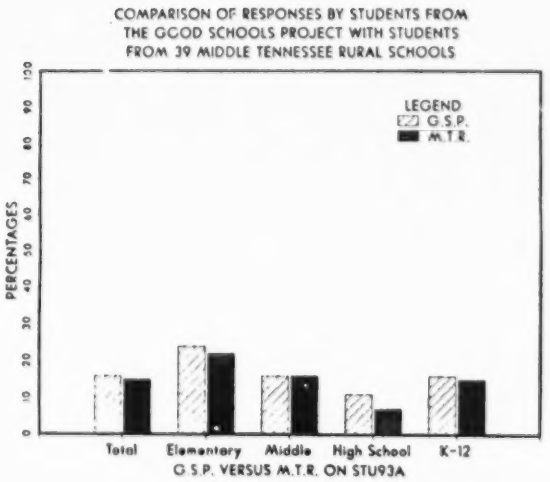


Figure IR-40



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the percent of students who answered Always. Slight differences tended to favor GSP schools.

Conclusions and Recommendations

MTR teachers and GSP teachers did not differ significantly in the degree to which they perceived help to be available that they could count on when needed. MTR teachers indicated less cooperative effort among teachers than did GSP teachers. They also were seen as less likely to help each other find ways to do a better job. Teachers in GSP schools perceived their principals as more helpful and found their accomplishments recognized and rewarded more often than did MTR teachers. Students in GSP schools also indicated that their accomplishments were more apt to be recognized and rewarded. Students in MTR schools saw their teachers as more inclined to ignore weak students and to get angry when students give wrong answers. Task support, therefore, was generally perceived as stronger in GSP schools.

In the subdimension of personal support, MTR teachers saw their principals as less concerned about their personal welfare and did not show as much trust in their principals. They also did not indicate as high a level of trust in each other as did the GSP teachers. Both teachers and students indicated that MTR teachers acted as if things were more important than people at a higher level than was indicated by GSP teachers and students. When asked what they liked most about school, MTR students were more apt to choose

friends and less apt to choose either teachers or classes than GSP students.

On the subdimension of inclusion, GSP teachers indicated a more positive sense of community, a higher level of respect toward those from other areas or levels, and greater responsiveness to the concerns of parents. They also perceived their principals as more accurately reflecting the needs of staff and students when serving as spokesperson for the school. MTR students indicated that they knew a higher proportion of the other students. They also saw their teachers as more apt to act as if they are always right and to show favoritism.

On the subdimension of respect, MTR teachers generally perceived their students as more likely to insult them. This was not true, however, at the middle school level. The same pattern was found when students were asked if students in the school respect teachers. MTR students indicated that they saw their teachers as more apt to treat students better if they have wealthy or "important" parents and their schools as less apt to treat students fairly.

Occasionally, throughout the study a deviation from what appears to be overall pattern occurs at one of the levels. Most frequently, this is at the middle school level. Fewer significant differences were identified for these groups. Although nearly all significant differences at all levels favored GSP schools, most of those which favored MTR schools occurred at the Middle School Level. This pattern was particularly true in this dimension.

Effective schools are generally characterized by high levels of support among teachers and, particularly, from principals. Students in effective schools see their teachers as vitally interested in their success. Mutual respect among teachers, administrators, and students seems to be a basic ingredient in school effectiveness. MTR schools could profitably explore ways of enhancing interpersonal relations within their systems.

Table IR-1
TEACHER SURVEY: INTERPERSONAL RELATIONS

Percent of Teachers by Group and Level Responding Always, Often, Seldom, or Never to Statements Concerning Relationships Among Persons

SURVEY ITEM	TOT		ELEM		MID		SEC		K-12	
	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR
Task Support										
45. There is someone in this school I can count on when I need help.										
Always	73	71	78	76	76	76	66	64	73	59
Often	23	26	19	20	20	22	29	33	23	37
Seldom/Never	4	3	3	4	4	2	5	3	4	5
51. There is a great deal of cooperative effort among staff members.										
Always	46*	32	58*	33	48	48	31	25	46*	19
Often	45	58	36	56	43	50	57	64	45	65
Seldom/Never	9	10	6	11	9	2	12	11	9	16
82. Teachers' accomplishments are recognized and rewarded.										
Always	32*	10	37*	11	27	15	23*	8	32*	3
Often	48	46	45	45	43	52	49	47	48	37
Seldom/Never	21	44	18	44	30	33	28	45	21	60
99. Other teachers in this school seek my assistance when they have teaching problems.										
Always	8*	2	10*	2	6	1	7	1	8	3
Often	54	55	58	64	57	53	47	42	54	49
Seldom/Never	38	43	32	34	37	46	46	57	38	48
124. The principal goes out of his or her way to help teachers.										
Always	47*	33	58*	37	46	40	33	25	47*	22
Often	39	49	34	46	36	54	47	55	39	38
Seldom/Never	14	18	8	17	18	6	20	20	14	40
160. Teachers help each other find ways to do a better job.										
Always	28*	12	39*	15	20	16	15	7	28*	10
Often	60	70	53	68	67	73	67	72	60	63
Seldom/Never	12	18	8	17	13	11	18	21	12	27

*p<.001

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Table IR-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
Personal Support										
65. Teachers at this school act as if things are more important than people.										
Always/Often	11	11*	8	9*	11	7	15	15	11	16
Seldom	50	65	43	64	55	66	59	69	50	57
Never	39	24	49	27	34	27	26	16	39	27
71. Teachers trust the principal.										
Always	51*	40	61*	44	50	53	37	33	51*	24
Often	40	46	33	40	34	45	53	55	40	54
Seldom/Never	9	14	6	16	16	2	10	12	9	22
75. The work of students and awards are prominently displayed.										
Always	55*	26	68*	32	48*	27	38*	17	55*	17
Often	39	60	30	61	45	58	50	61	39	59
Seldom/Never	6	14	2	7	7	15	12	22	6	24
79. There is an "every person for himself" attitude in this school.										
Always/Often	15	23*	11	23*	15	12	21	28	15	25
Seldom	49	56	43	55	50	59	57	57	49	59
Never	36	21	46	22	35	29	22	15	36	16
89. The principal is concerned about the personal welfare of teachers.										
Always	55*	39	64*	40	53	56	42	31	55*	27
Often	35	45	30	42	34	36	43	57	35	43
Seldom/Never	10	16	6	9	13	8	15	12	10	30
152. Teachers trust each other.										
Always	36*	19	44*	20	33	27	25	15	36*	14
Often	58	73	52	71	59	71	67	76	58	72
Seldom/Never	6	8	4	9	8	2	8	9	6	14

*p<.001

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Table IR-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
Inclusion										
57. New teachers are made to feel welcome and part of the group.										
Always	56*	47	65*	50	57	58	41	38	56*	43
Often	37	44	30	42	34	38	49	52	37	36
Seldom/Never	7	9	5	8	9	4	10	10	7	21
84. There is a positive "sense of community" among students, teachers, and administrators.										
Always	32*	12	44*	17	24	12	19*	5	32*	9
Often	53	63	48	63	56	68	58	61	53	59
Seldom/Never	15	25	8	20	20	20	23	34	15	32
123. Teachers from one area or grade level respect those from other areas or grade levels.										
Always	51*	30	60*	30	46	42	39	25	51	30
Often	44	60	37	61	48	52	53	64	44	57
Seldom/Never	5	10	3	9	6	6	8	11	5	13
132. When the principal acts as a spokesperson for this school, he or she accurately represents the needs and interests of the staff and students.										
Always	55*	29	65*	43	53	47	42*	19	55*	8
Often	40	38	32	46	39	50	52	36	40	21
Seldom/Never	5	33	3	11	8	3	6	45	5	71
135. Teachers are responsive to the concerns of parents.										
Always	49*	28	62*	33	42	33	32*	17	49*	20
Often	49	70	37	66	56	65	65	81	49	75
Seldom/Never	2	2	1	1	2	2	3	2	2	5

*p<.001

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Table IR-1 (cont)

SURVEY ITEM	TOT GSP	TOT MTR	ELEM GSP	ELEM MTR	MID GSP	MID MTR	SEC GSP	SEC MTR	K-12 GSP	K-12 MTR
Respect										
54. Students insult teachers.										
Always/Often	11	12*	8	8*	14	8	15	19	11*	27
Seldom	66	74	61	73	71	82	72	72	66	71
Never	23	14	31	19	15	10	13	9	23	2
108. Teachers and students in this school are considerate of one another.										
Always	29*	13	38*	20	23	9	17*	7	29*	5
Often	67	79	60	75	70	88	76	81	67	79
Seldom/Never	4	8	2	5	7	3	7	12	4	16
150. Teachers care about what students think.										
Always	43*	21	57*	35	31	27	27*	14	43*	5
Often	54	50	41	63	65	72	70	48	54	21
Seldom/Never	3	29	2	2	4	1	3	38	3	74

*p<.001

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Table IR-2
STUDENT SURVEY: INTERPERSONAL RELATIONS

Percent of Students by Group and Level Responding Always, Often, Seldom, or Never to Statements Concerning Relationships Among Persons

	STOT		SELEM		SMID		SSEC		K-12	
SURVEY ITEM	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR	GSP	MTR
Task Support										
19. Students in this school help one another.										
Always	22	21	29	26	17	17	19	15*	22	25
Often	53	55	50	51	53	60	55	62	53	45
Seldom/Never	25	24	21	23	30	23	27	23	25	30
33. Teachers ignore students who aren't very smart.										
Always/Often	15	21*	12*	21	14	21*	17	22*	15	20
Seldom	27	29	12	16	22	25	39	45	27	29
Never	58	50	76	63	64	54	44	33	58	51
55. Teachers get angry when students give wrong answers.										
Always/Often	16	21*	16	23*	17	26*	16	17	16	22
Seldom	48	48	37	40	46	43	57	59	48	48
Never	36	31	47	37	37	31	27	24	36	30
68. Students' accomplishments are recognized and rewarded.										
Always	29*	18	30*	24	28*	11	28*	14	29*	12
Often	45	44	43	41	44	48	48	47	45	46
Seldom/Never	26	38	27	35	28	41	24	39	26	42
Personal Support										
10. There may be a lot of things you like about this school, but if you had to choose the one best thing, which of the following would it be?										
A. My friends	61	77*	55	71*	65	79*	63	82*	61	78*
B. The teachers	14	11	23	17	13	11	9	4	14	8
C. The classes I am taking	15	6	14	7	13	6	16	6	15	7
D. None of the above	10	6	8	6	9	4	12	7	10	8
13. Teachers at this school act as if things are more important than people.										
Always	7	8*	6	8*	7	9	7	7*	7	13*
Often	16	21	10	14	15	17	22	29	16	21
Seldom/Never	77	71	84	78	78	74	71	64	77	66

*p<.001

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Table IR-2 (cont)

SURVEY ITEM	STOT GSP	STOT MTR	SELEM GSP	SELEM MTR	SMID GSP	SMID MTR	SSEC GSP	SSEC MTR	K-12 GSP	K-12 MTR
27. Teachers are considerate of each others.										
Always	58*	51	74*	63	64	57	45*	37	58*	48
Often	35	39	21	27	29	34	47	53	35	39
Seldom/Never	7	10	5	10	7	9	8	10	7	13
56. Students are friendly toward each other.										
Always	19	18	22	22	17	18	17	13	19*	20
Often	65	64	60	57	64	63	69	74	65	57
Seldom/Never	16	18	18	21	19	19	14	13	16	23
Inclusion										
14. I know most of the other students in my grade.										
Always	57	70*	72	79*	54	58	48	56*	57	87*
Often	33	25	22	17	35	34	39	38	33	9
Seldom/Never	10	5	6	4	11	8	13	6	10	4
39. Teachers act as if they are always right.										
Always	26	30*	23	28*	30	36	27	32*	26	29
Often	35	38	28	33	34	35	41	46	35	37
Seldom/Never	39	32	49	39	36	29	32	22	39	34
42. It is hard to get to know teachers here.										
Always/Often	19	22	17	19	20	22	21*	24	19	22
Seldom	39	37	29	28	38	34	47	50	39	36
Never	42	41	54	53	42	44	32	26	42	42
51. Teachers show favortism.										
Always	18	23*	19	22*	17	27*	17	23*	18	26*
Often	31	36	25	30	30	40	36	44	31	29
Seldom/Never	51	41	56	48	53	33	47	33	51	45
86. It is hard to get to know students here.										
Always/Often	23	23	24	22	25	24	21	24*	23	22
Seldom	43	44	36	36	42	48	49	54	43	40
Never	34	33	40	42	33	28	30	22	34	38

*p<.001

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Table IR-2 (cont)

SURVEY ITEM	STOT GSP	STOT MTR	SELEM GSP	SELEM MTR	SMID GSP	SMID MTR	SSEC GSP	SSEC MTR	K-12 GSP	K-12 MTR
89. In general, I am satisfied with the way teachers and other adults in this school treat me.										
Always	37*	29	46*	37	37	32	31*	20	37*	29
Often	46	48	39	41	43	48	52	57	46	46
Seldom/Never	17	23	15	22	20	20	17	23	17	25
Respect										
22. Teachers treat you better if you are wealthy or your parents are "important."										
Always	8	13*	7	11*	8	13*	8	16*	8	15*
Often	11	19	8	11	9	21	13	29	11	19
Seldom/Never	81	68	85	78	83	66	79	55	81	66
26. Students respect teachers.										
Always	22*	21	37*	33	18	26	13*	7	22	22
Often	53	49	46	41	53	48	59	58	53	48
Seldom/Never	25	30	17	26	29	26	28	35	25	30
50. Students in this school respect the rights of other students										
Always	18*	17	29*	25	16	16	12*	8	18*	16
Often	53	49	49	46	51	49	56	53	53	41
Seldom/Never	29	34	22	29	33	35	32	39	29	43
62. Teachers care about what students think										
Always	33*	29	47*	40	36*	32	23*	14	33*	30
Often	47	43	39	38	44	41	53	50	47	38
Seldom/Never	20	28	14	22	20	27	24	36	20	32
73. Students in this school are treated fairly.										
Always	36*	28	51*	40	37	35	25*	15	36*	25
Often	46	46	33	38	44	43	55	55	46	43
Seldom/Never	18	26	16	22	19	22	20	30	18	32
93. Students are considerate of each other.										
Always	16*	15	24*	22	16	16	11	7	16*	15
Often	61	58	57	53	59	57	65	64	61	52
Seldom/Never	23	27	19	25	25	27	24	29	23	33

*p<.001

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Implications of the Study

> There were four basic purposes of the Good Schools Project. First, we intended to identify the good schools in America today, wherever they might be: elementary, middle, or secondary schools; public, private, or parochial schools; and urban, rural, or suburban schools. Second, we planned to study carefully those good schools to see what they were like. Third, we intended to look at the schools in depth and over time to learn how those good schools came to be; what made it possible for the people there to create the policies, practices, and programs that were recognized as superb. Finally, from what we learned about good schools, we planned to make inferences that would be useful and sound for those who want to make their own schools better. (Frymier, et al., 1984, p. 3)

The major thrust of the present study was to establish baseline data on Middle Tennessee Rural (MTR) schools which would enable the schools and the Tennessee Technological University Rural Education Research and Service Consortium (RERSC) to plan, implement, and evaluate strategies for school improvement. The final basic purpose of the Good Schools Project (GSP) quoted above became the starting place. Using the GSP teacher and student survey instruments, data were collected in thirty-nine Upper Cumberland schools in Tennessee Technological University's service area. Responses on these surveys were compared with those of teachers and students in the GSP. Numerous significant differences ($p<.001$) on items were identified. These formed the basis for the conclusions and recommendations related to each of the eight dimensions included in the study. Drawing from these conclusions and recommendations, this section will synthesize the results

into a plan of action for school improvement which may be considered by local decision makers.

The survey instruments of the GSP served their purpose exceptionally well. Although reliability and validity data are not available for them, patterns of differences were clearly detectable and relatively consistent from section to section of the data. Where items appeared to be measuring similar concerns, similar results were found. Two areas that illustratedthis very well were critical thinking and reasoning and parent involvement in the schools. When teacher survey items and student survey items measured similar content, similar results were generally, although not always, found. Members of the research team involved in the project were highly satisfied with the quality and usefulness of the information gained from the study. The data met the goal of providing information from which improvement plans can be made and upon which the success of such plans can be evaluated.

The number of significant differences should not be interpreted as disparaging to the MTR schools. A large number of such differences would be likely in any randomly drawn sample of schools regardless of the setting from which they were drawn. The schools in the GSP were deliberately selected so as to be well above the average, thus automatically different from most other schools. Differences favoring the GSP schools should, rather, be seen as areas for careful study by the MTR schools and the RERSC to determine ways in which MTR schools might be improved.

There may even be instances in which these schools would choose not to make the indicated change because of differences in clientele served.

This section explores possible changes suggested by the data and ways in which these might be facilitated. They are not intended to be prescriptive or exhaustive, but to open up ideas for discussion which may lead to stronger educational programs in rural Middle Tennessee. They will be presented under limitations, curriculum improvement, instruction, administrative behavior, affective development of students, and school and community involvement. Obviously, these are not mutually exclusive but closely interwoven, making the divisions somewhat artificial.

Limitations

One of the limitations noted in the introduction to this study was the fact that this was a survey based upon the perceptions of teachers and students. This was true in both the GSP data and the data of this study. Obviously, perceptions should not be equated with objective reality. On the other hand, the differences in perceptions should not be taken lightly. They often determine attitudes and behavior to a greater degree than objective reality. In this study, this limitation leads to the first recommendation.

Teachers in the MTR schools overwhelming come from rural Middle Tennessee. Frequently, they were born and have been reared in the county in which they now teach. Their exposures to public school settings may be limited to those county schools and those in which they had field experiences

while in college. Such a restricted range of experiences limits the basis these teachers have for judging the adequacy or inadequacy of a program. Their perceptions may then be based on idealized programs about which they've read rather than what exists in the real world. Or, they may assume that what they've experienced served them well, therefore, it must be adequate. The former tends toward under-valuing their own performance and the school program. The latter tends toward over-valuing them.

A program which sharpens the perceptions of teachers and administrators in MTR schools and broadens their professional horizons would contribute significantly to further data of the type gathered in this study. Such a program might include professional visits to other schools, short-term teacher exchanges, regional meetings in which teachers with common responsibilities can share experiences, problems, expectations, and ideas, and networking to facilitate cooperative efforts for improvement.

Curriculum Improvement

Many items on the surveys were related to curriculum and the goals to which the curriculum should be tied. Under the dimension of goal attainment, every item on the teacher survey and most of those on the student survey showed a significant difference favoring GSP schools. This held true whether the goal was intellectual, personal, or social. MTR teachers and students did not perceive their schools as attaining the goals to the same degree as GSP schools. The goals identified included such concerns as the development

of critical thinking and reasoning skills, skills in evaluating information and arguments, effective expression of opinions, reading skills, writing skills, factual knowledge and concepts of subject area, positive attitudes toward learning, a sense of self-worth, independence and self-reliance, and friendliness and respect toward people of different races and religions.

Under the dimension of curriculum perspectives, significant differences favoring GSP schools were found on such concerns as critical thinking and reasoning skills, sense of responsibility for the social development of students, helping students develop friendliness and respect toward people of different races and religions, limiting dependence on textbooks in the educational process, the importance of teaching reading for enjoyment, and the place of writing skills in the curriculum. MTR students expressed lower aspirations for continued education and less interest in mathematics and science.

The differences found in curriculum related areas suggest the need for a systematic review, analysis, and evaluation of the school curriculum by MTR schools. On an instrument such as the one used in this study, the absence of clearly stated and well-understood goals and objectives may make it difficult or impossible to tell whether or not school goals are being met. If externally developed goals and objectives such as those mandated by the state or inherent in adopted textbooks are relied on by the school, they are rarely known or fully understood by classroom

teachers unless deliberate training in them is provided. They may also be poorly suited to local needs. Locally developed curricula that incorporate the best from other sources and are well understood and accepted by all responsible for implementation are indicated. Data from this study in the dimension of decision making indicated that MTR schools were perceived as involving teachers, students, and parents less in curriculum development processes than GSP schools were. This suggests that MTR schools might carefully assure that all relevant groups are adequately represented in these processes.

Instruction

The classroom practices dimension in this study is the one most closely related to instruction. Differences favoring GSP schools which were identified in this area included the teaching of critical thinking and reasoning skills, expectations of students, variety in instructional methodology, use of cooperative learning approaches, limited instructional dependence upon the textbook, use of class time, and availability to assist students who need help. Other dimensions included differences in clarity of directions and expectations, tendency to ignore weaker students, angry responses to wrong answers, and clarity, reasonableness, and enforcement of classroom rules.

These differences indicate the need for further training in instructional and classroom management skills. Recent research on effective teaching supports a sharply different approach from that traditionally followed. MTR

schools, the RERSC, and Tennessee Technological University might well consider cooperative efforts which take this training to local schools. It is increasingly evident that practice of newly learned teaching skills accompanied by feedback on what's actually occurring is essential to the development of new approaches. Graduate programs for teachers which allow for and encourage strong school and system cohort relationships that support change and encourage peer coaching may be the most practical means to effect needed improvement in instruction and classroom management skills.

Use of school time presents special problems. Obviously, this is one of the differences between the groups in this study warranting careful attention. MTR schools were perceived by teachers and/or students to waste more time, spend more time on busywork, and to be less well organized. Sometimes this is a schoolwide problem reflecting a non-academic climate that permeates the entire program. The climate may center on social interests, athletic interests, or a host of other possibilities. Some responses in this study suggest a dominant social climate, but the study is inadequate for a clear analysis of this question. It does, however, appear that a school climate study is needed and should go beyond just the categorization of the school climate to look in detail at how time in the school is used and lost.

Even if an academic climate prevails in a school, large proportions of time may still be lost or wasted within

individual classrooms. Poor organization, inadequate planning and preparation, and inefficient classroom management may contribute to substantive losses for whole classes. Inappropriate instruction or failure to provide for individual differences may cause losses for sizeable groups within classes. Teachers frequently need assistance in determining the extent and nature of these losses. MTR schools would undoubtedly find that efforts to increase academic learning time in the school as a whole and in individual classrooms would contribute significantly to improvement of instruction.

Administrative Behavior

A large number of significant differences centered around administrative behaviors and responsibilities. Teachers in MTR schools, when compared with those in GSP schools, perceived principals as less likely to suggest or encourage trying new ideas, less apt to recognize and reward teachers for accomplishments, and less likely to accurately reflect the needs of the staff and students when serving as the school spokesperson. They indicated lower levels of trust in the principal and perceived the principal as showing less concern for their personal welfare. The role of the principal in today's school is complex and poorly defined. Each constituency seems to have its own set of expectations and demands. Teachers look to the principal for instructional leadership, for maintenance of a supportive and safe environment, as a buffer from unreasonable demands by parents, the public, and other

administrators, and as an immediate supervisor from whom recognition and rewards for accomplishments can be expected. These are reasonable administrative expectations, but whether or not the principal can meet them adequately depends upon the range of other demands placed upon him or her. MTR schools may need to study carefully the rolesof their principals and other administrative personnel to see how these expectations can best be met.

Several significant differences were identified which related to support services, building and grounds, library resources, instructional resources, and secretarial services. Complete resolution of these problems requires additional money, but, even without this, effective administrative leadership can do much to reduce the impact of limited support services and resources. Problems are solved only after they are recognized as such and a proactive stance is taken toward doing something about them. Teacher morale and student pride are seriously damaged when the administrator is perceived as not recognizing problems which exist and/or not caring whether or not the problems are reduced. Administrators who show concern can mobilize staff, students, parents, and others from the community to improve teaching and learning conditions and to provide a facility that is seen as clean and safe. Organizing to achieve such goals often lays the groundwork for the community support that provides more economic resources. Research also reports that efforts which involve students in both the planning and the implemention of programs to

improve the learning environment and maintain the physical facility reduce instances of student vandalism and abuse.

Some differences centered around school rules and the fair and impartial enforcement of these rules. Improvement here also begins with administrative examples, leadership, and support. Teachers cannot establish classroom rules and enforce them without a generally accepted understanding that the administration will support them in their efforts.

Affective Development of Students

Several of the dimensions included questions concerning the affective development of students. Among the significant differences favoring GSP schools was the degree to which teachers were committed to the responsibility to facilitate the social development of students. The extent to which the school taught friendliness and respect for people of different races and religions and was perceived to attain such goals as the development of a sense of self-worth, the development of a positive attitudes toward learning, and independence and self-reliance also differed. MTR students were more apt than GSP students to see their teachers as more concerned about things than they were people. They also indicated that success was more attributable to luck than did GSP students.

The academic experience must not be provided in artificial isolation from the social development of students, the development of their attitudes toward themselves and others, and the development of attitudes and personal competencies which will enhance their ability to

function effectively in modern society. Both the content of instruction and the methods by which it is taught should contribute to positive social and affective development of students. Approaches such as mastery and cooperative learning increase the likelihood of success and, at the same time, develop positive interpersonal skills and attitudes. Teachers and administrators are more effective when they understand the cultures from which their students come. Although most of the MTR teachers and administrators come from the same backgrounds as their students, it should not be assumed that they bring to their jobs a conscious, working grasp of the assets and limitations of that culture for students facing a rapidly changing and expanding society. If the culture accepts what happens as matters of "luck and fate," different approaches to instruction may be required. A sense of personal "powerlessness" and a sense of inadequacy for the demands of present life leave one a pawn of luck or fate and reduce the sense of responsibility for achievement, even if it's only a lesson in multiplication in third grade. Repeated failure because the instruction is not responsive to individual differences reinforces the helplessness. Such considerations suggest that MTR teachers and administrators might find it profitable to develop greater depth in understanding of the culture of the region, particularly with respect to issues that affect motivation and achievement.

School and Community

The survey instruments explored community involvement primarily in terms of parental activities. Every item which inquired about parents and their involvement yielded a significant difference which favored GSP schools. Teachers and students in MTR schools perceived those schools as including parents in policy setting and decision making less frequently than did those in GSP schools. MTR teachers were described as less responsive to the concerns of parents. Parents were seen as less likely to discuss student problems with teachers, less apt to serve as volunteers in the school, and less likely to see that students completed assignments. All of these differences raise concerns that need to be studied by MTR schools and institutions or groups who work with them in efforts to improve education. Parents and their support are central to the success of the educational process. Schools which recognize this and make deliberate efforts to increase parental participation typically find problems easier to solve and community support easier to attain. The involvement needs to go beyond parent-teacher conferences to activities which enhance their understanding of the schooling process and its problems and to participation in policy setting and decision making that leads to a sense of responsibility for the success of the school. Reasons for the lower involvement of parents in MTR schools need to be identified and a plan devised for assuring greater participation. One of the reasons may well be the generally lower educational level of

many parents in the region. Perhaps, the RERSC together with other agencies, institutions, and the schools, can organize a program to enhance literacy while at the same time equipping parents to fill greater roles in the educational programs for their children.

Summary

The number of significant differences identified in this comparison of MTR schools with the GSP schools is great. Most of these differences favored the GSP schools. This should not be interpreted as disparaging but rather as guides for further evaluation and program improvement. Perhaps the most important message from the study is that schools can always become better schools. Middle Tennessee Rural schools will never have the resources needed to really do the jobs their teachers and administrators would like to do. This shortage demands high levels of ingenuity and creativity in order to achieve more with less or to find effective alternatives.

The study also highlights the need for educators to continually grow. The challenge to find new and more effective ways to meet the educational challenges presented by complex human beings in a constantly changing society is probably one of the attractions of the teaching profession. A friend once said, "There are two kinds of teachers--ones who teach one year thirty times and ones who teach thirty years." The latter are those who accept and meet the challenge for growth throughout the teaching career.

Profesional development programs which facilitate growth in teachers and administrators and which develop in them attitudes and skills needed to work effectively with today's students help build educators who can make schools better.

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